

**THE USE OF PROJECT-BASED LEARNING TO IMPROVE
THE STUDENTS' WRITING SKILLS AT CLASS VII F
OF SMP NEGERI 7 MAGELANG
IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

Presented as a Partial Fulfilment of Requirements for the Attainment of *Sarjana*
Pendidikan Degree in English Language Education



by:
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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2014**

APPROVAL

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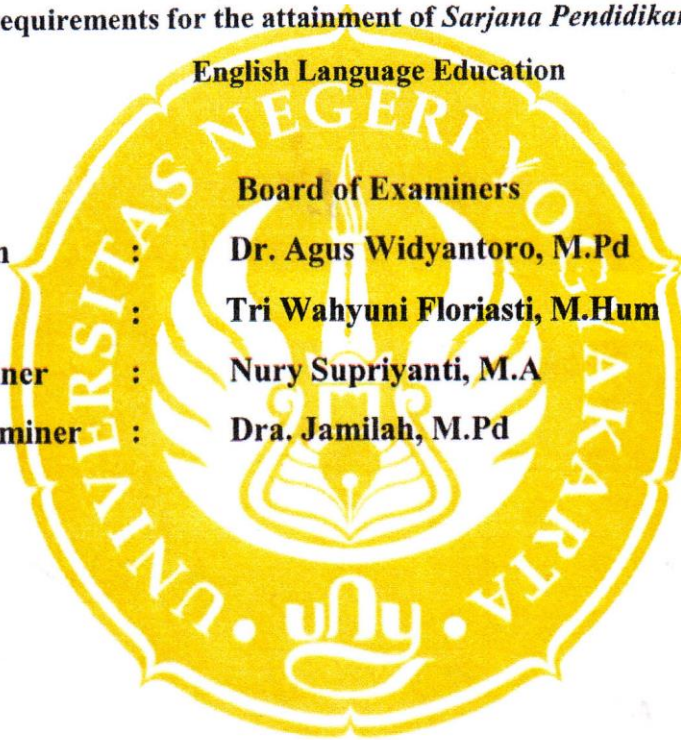
RATIFICATION

THE USE OF PROJECT-BASED LEARNING TO IMPROVE THE STUDENTS' WRITING SKILLS AT CLASS VII F OF SMP NEGERI 7 MAGELANG IN THE ACADEMIC YEAR OF 2013/2014

Accepted by the board of examiners of the Faculty of Languages and Arts
of Yogyakarta State University on July 3rd, 2014 and declared to have fulfilled
the requirements for the attainment of *Sarjana Pendidikan* degree in
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PERNYATAAN

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menyatakan bahwa karya ilmiah yang berjudul *The Use of Project-based Learning to Improve the Students' Writing Skills at Class VII F of SMP Negeri 7 Magelang in the Academic Year of 2013/2014* ini adalah hasil pekerjaan saya sendiri.

Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya hal itu menjadi tanggung jawab saya.

Yogyakarta, 3 Juli 2014

Penulis,



Bayu Pratomo

MOTTOS

Allah says:

Recite! In the name of your Lord Who created.

(The Holy Koran, Chapter of Clot, verse: 1)

I have only created Jins and mankind, that they have to worship Me. I neither
hope sustenance of them nor require them to feed Me.

(The Holy Koran, Chapter of Winnowing Winds, verses: 56-58)

And verily (the life of) Hereafter is far better for you than (that of) the present.

(The Holy Koran, Chapter of Morning Bright, verse: 4)

The Messenger of Allah says:

Live however you please, but eventually you will die,
Love whomever you please, but eventually you will leave them,
And do whatever you please, but you will be requited for it.

(A hadith narrated by Imam Al Hakim)

DEDICATION

"And your Lord has decreed that you should worship no one other than He, and that you should be dutifully the best to your parents. If one or both of them have reached old age in your life, do not you dare to say even "uff" to them and do not brush them off, but rather speak to them with the noblest speech. And lower your wings of humility before them out of mercy, and say: "O My Lord! Bestow upon them Your Mercy as they did bring me up when I was small" (The Holy Koran, Chapter of Children of Israel, verses: 22-24). Therefore, for the sake of Allah the Almighty, I gratefully dedicate this writing to my father and my mother. May Allah bestow His mercy upon both of them.

ACKNOWLEDGEMENTS

In the name of Allah, Most Gracious, Most Merciful.

All praises be to Allah the Almighty, who guides whosoever He will among His slaves to the right path. I bear witness that there is no deity worthy of any worship except He and I bear witness that Muhammad is His messenger, the best human being that ever stepped on the face of the earth. May Allah send His salutation and grant peace upon him and upon those who follow his teachings.

First of all, I would like to express my sincere gratitude to the consultant of my thesis, Dra. Jamilah, M.Pd, who has willingly spared her valuable time for reading, correcting and improving my thesis. My gratitude equally goes to Ms Suciati, S.Pd, for being a caring, encouraging, sympathetic and patient academic advisor to me during my study. My appreciation also goes to all of my lecturers from whom I learnt valuable knowledge, skills and experience.

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Lastly, any criticism, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, June 6th, 2014

The writer

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THE USE OF PROJECT-BASED LEARNING TO IMPROVE THE
STUDENTS' WRITING SKILLS AT CLASS VII F OF SMP NEGERI 7
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Abstract

The objective of this research was to improve the students' writing skills through the implementation of Project-based Learning at class VII F of SMP Negeri 7 Magelang in the academic year of 2012/2013.

The design of this study was collaborative action research consisted of two cycles. The steps were planning, action, observation, and reflection. The data were qualitative in nature and supported by those of quantitative. The data were obtained by conducting interviews, discussions, class observations and documentation. Meanwhile field notes, observation checklists, interview guidelines and a digital camera were used to obtain the data. The data were analyzed based on the qualitative data analysis. Meanwhile the quantitative data were obtained by conducting a pre- and a post-test. A writing assessment rubric was used to obtain the students' writing scores. The students' scores were analyzed by using SPSS software to find the mean scores, probability value, frequency distribution, standard deviation, and inter-rater reliability.

The implementation of PBL was proved to be significant to improve the students' writing skills. PBL provided a motivating, empowering and challenging series of activities which vary the activities during the teaching-learning process. It elevated the students' motivation and gave them more opportunities to practice writing. It also provided a mass of feedback for them. It was the teacher's feedback and peer-feedback. The various activities and teaching aids employed in PBL facilitated the students to understand the lesson more easily and subconsciously. The group discussions during the project development enhanced their interaction and involvement. Moreover, they helped the students to build a positive relationship among them. They made good improvements in terms of the text organization, content, grammar and use of vocabulary and mechanics. Quantitatively, the mean of the students' writing scores in the pre-test is 9.91 meanwhile that of theirs in the post-test was 16.88. The improvement by 6.79 was significant according to the t-test. The standard deviation of the students' scores in the pre-test was 2.95 while that of theirs in the post-test was 3.33. In the pre-test, 85.29% of the students' writing was categorized as poor and very poor. However, in the post-test it remained 8.82%. In addition, the quantitative data were reliable since the Pearson's coefficient correlation of the pre-test between two raters was 0.82. Meanwhile that of the post-test between both of them was 0.91.

CHAPTER I INTRODUCTION

This chapter presents the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objective of the research and the significance of the research.

A. Background of the Problem

Nowadays, English has become a means of international communication and one of the most popular languages in the world. It is used for almost all aspects of human life, such as mass media, business, sports, science and technology, education culture and so forth. Many countries and governments, including Indonesian government, realize that it is urgently needed in order to be able to compete with other countries in global context. Therefore, the knowledge and skills of English are highly valued. As a result, some educational institutions in Indonesia have introduced English since the pre-elementary level, although it is officially taught at the junior high school level as a compulsory subject. Moreover, it is one of subjects tested in the national examination.

In recent years, information technology and globalization have made the role of writing in daily live more important. To illustrate this, writing articles in newspapers or weblogs, journals, final reports, application letters, written agreements and academic writing have become more common. To put differently, several English proficiency tests such as TOEFL, IELTS and TOEIC have added a writing proficiency test section to their tests. Furthermore, writing skills are

relatively more difficult compared to the other skills, since it has several issues and difficulties which do not exist in the other skills (Brown: 2004; Harmer: 2007). Writing is not simply writing down a speech. Especially for a formal or an academic purpose, it needs detailed strict mastery of grammar and mechanics, such as agreement, pluralization, articles, tenses, punctuation, capitalization and so on. They are critical since mistakes made in writing are obviously more noticeable than those made in the other skills. In addition, Lenneberg (1976) in Brown (2001) claims that unlike the other skills, the culture of writing does not naturally occur in a society since the culture of writing is less dominant than that of the others in the daily life. People dominantly listen, speak, and read daily but they do not dominantly write especially in the formal way. He argues that even not all native speakers are able to write in particular fields such as writing an essay, a journal or a review. Furthermore, people's higher interests in images, sounds and audio visual technology than those in written text do not develop their writing culture. In the context of Indonesian education, the national examination does not test English writing proficiency. In result, writing skills are often marginalized by English teachers.

Furthermore, when the researcher reflected on his own experience of teaching at class VII F of SMP Negeri 7 Magelang during the PPL program, he found a gap between the real situation of teaching-learning process in the classroom and the expected condition. He found that the students' writing skills were poor. They found difficulties to write a text in a particular genre. Most of them did not know English writing conventions, lacked of grammar and

vocabulary mastery, and found difficulty in generating ideas. Moreover, they were less motivated in learning English, especially writing. Referring to what the Indonesian school-based curriculum prescribes, the students' writing skills were considered poor. English teaching and learning in Indonesian schools is aimed to develop the students' communicative competence with which they can communicate through both spoken and written text in order to deal with daily issues. This competence is presented by four macro skills of English namely listening, speaking, reading and writing. Their poor writing skills were crucial to solve since the writing skills they learned in the seventh grade would be one of basis for their further writing development. (BSNP: 2006).

On account of the importance of writing skills, its difficulties and the reality in the field, which was VII F class of SMP Negeri 7 Magelang, actions to improve the students' writing skills were considered necessary. First of all, the researcher tried to recognize the sources of the problem. He identified that their poor writing skills were caused by their low motivation in learning English, especially writing. The monotonous activities during the teaching-learning process had made quite an impact on their motivation. They wrote mostly only to answer questions or fill in the blanks in the LKS. Moreover, they got only a few opportunities to compose a text during the teaching-learning process. Although the teacher had tried some efforts to improve the condition of the writing class, they did not show a significant improvement. Furthermore, most of them did not show any interest in writing.

After identifying the sources of the problem, the researcher looked for an appropriate action which potentially could solve it. He noticed that the use of Project-based Learning in English classrooms has become more popular in recent years. There are numerous studies in the English language teaching context which suggest that it provides more contextual environment to learn the four macroskills of English, enhances the teaching-learning quality, enhances learners' higher-level cognitive development and improves learners' language learning achievement (Meyer: 1997; Ozdemir: 2006 in Baş and Beyhan: 2010). Because of that, he reckoned that there was a possibility to improve the students' writing skills through the implementation of Project-based Learning, since it is potentially motivating, empowering and challenging to them. It proposes a student-centered, cooperative, interdisciplinary and integrated teaching-learning process which contextualizes the students' real life (Solomon: 2003). Instead of sitting in the whole lesson to learn writing, learning writing by accomplishing a project will be more motivating for them. It facilitates them to construct language meanings and constructions through the series of activities leading to the accomplishment of the project. In addition, group works in accomplishing the project make the students share ideas or correct one another.

Based on some considerations above, the researcher was interested to conduct an action research to solve the problem which was related to the students' writing skills through the implementation of Project-based Learning at class VII F of SMP Negeri 7 Magelang.

B. Identification of the Problem

Based on the researcher's experience during the PPL program from July 24th to September 2nd 2013 in which he had taught seven times at class VII F of SMP Negeri 7 Magelang and conducted informal interviews with the teacher and some students, he identified three major problems regarding their difficulties in writing.

The first and the most crucial problem was their knowledge of English writing. In general, they seemed to have no idea about English writing. Most of them applied the grammatical rules of their native language to English writing, did not have sufficient vocabulary, did not know English writing conventions and could not organize their writing. Such problems had made quite an impact on their writing ability which was reflected by them who were mostly unable to write a text in a sufficient length. Moreover, they spent almost an hour only to write one to three sentences which could not be considered good writing as well. Correspondingly, they expressed their ideas using monotonous vocabulary. They seemed to have a lack of vocabulary mastery and therefore asked the teacher a lot about words they did not know. In addition, they did not aware of the minimum requirement mistakes of writing. Often, he found that their writing contained many misspelled words, disagreements, misused tenses and incorrect usage of punctuation.

The next problem was related to the teaching-learning process. It was also closely related to the teacher since she was responsible for carrying it out. In fact, it was not conducive for the students to learn writing since they got only few

opportunities to write a text. They mostly only wrote one or two sentences to answer questions in the *LKS*. They might be nervous to write because of being unaccustomed to do so. Furthermore, she had less varied techniques and activities to teach writing. It made the activities during the teaching-learning process monotonous. Mostly, after discussing a particular type of a text, they sat down, thought and wrote down a text. There were efforts from her to improve it, such as varying the activities, providing much language input and teaching in a simple and humorous way, however, those efforts had not shown a significant improvement to the teaching-learning process or to their writing skills.

Thirdly, the students seldom got feedback from the English teacher. Their writing which was mostly short was neither returned to nor discussed with students. Last but not least, she mostly spoke in English during the lesson. She tried to expose the students with English, however, as far as the researcher concerned, there were only few students who understood her and the others were confused and less motivated to follow the further lesson.

Furthermore, there was problem occurring from the students themselves. They had low motivation in writing. Most of them considered it boring and difficult. Consequently, they were not interested in English writing. Moreover, the teaching aids were uninteresting for them. Each student only had a *LKS* without any other book, even though a few of them had a handbook. They said that having the book was not obligatory. It was not used in the classroom; it was used at home for self-learning and material enrichment instead. The further problem was that the *LKS* only provided them with exercises which seemed less interactive, less

interesting and less varied. There were only few models of texts in it. In addition, there was no series of exercises as scaffolding for the students to develop their writing skills. Moreover, the teacher found it not easy to arrange the available materials into good writing activities in the classroom despite having various books from eminent Indonesian publishers. Furthermore, the facilities available in the school such as a language laboratory, a library, a multimedia room and other teaching aids such as Wi-Fi, LCD projectors, computers and printers had not been optimally made use.

C. Limitation of the Problem

By considering the number of the problems in the identification of the problems, the researcher decided to only focus on improving the students' writing skills. Their writing skills which were low were considered the most critical problem. In English teaching and learning context, there are many methods or techniques which offer solutions to the writing-related problems, however, it is a challenge for him to improve it by implementing PBL in the teaching-learning process. It is potentially motivating, empowering and challenging for them since it offers an interesting teaching-learning process through a project development. Furthermore, it has not been widely used by Indonesian teachers especially to teach writing. It was implemented in this research by substituting the previous teaching method.

D. Formulation of the Problem

The problem of the research then was formulated as follows:

How to improve the students' writing skills at class VII F of SMP Negeri 7 Magelang through the implementation of PBL?

E. The Objective of the Research

This research aimed to improve the students' writing skills at class VII F of SMP Negeri 7 Magelang through the implementation of PBL.

F. The Significance of the Research

The researcher wished that the results of this research could be a piece of meaningful contribution to TEFL practitioners in particular the researcher himself and the English teacher, and the students. The contributions were both theoretical and practical.

1. Theoretically

- a. Providing TEFL practitioners with a scientific research on the implementation of Project-based Learning in teaching writing.
- b. Proposing them one more alternative to teach writing.
- c. Becoming one of the references for further research.

2. Practically

- a. Helping the students to improve their writing skills.
- b. Giving the teacher an example of plans, implementation and evaluation of the implementation of PBL in an English classroom.
- c. Putting into practice of what the researcher had learned about English language teaching and language research.

CHAPTER II

LITERATURE REVIEW

This chapter covers several theories employed in the research. It aims to gain clear understanding of the principles of writing, teaching writing and Project-based Learning. It also explains the related studies and conceptual framework.

A. Theoretical Description

1. The nature of writing

Writing is one of the four English macroskills. It involves communicating with others or conveying messages through symbols or signs including handwriting, spelling or letters, word formations, layouts and punctuation. Same as speaking, writing requires someone to communicate productively. Although they are the same in terms of productive skills, writing has some literacy issues which do not exist in speaking (Nunan: 2004; Harmer: 2007). However, a correct usage of those literacy issues in writing is not adequate. The writing must also fit to what someone writes and to whom he writes (Spratt: 2005). Lenneberg (1976) in Brown (2001) states that writing is culturally-learned behaviour. It means that one's writing skills will only develop if he exists among members of a literate society and if there is someone who teaches him. Unlike the other skills, the culture of writing does not naturally occur in a society since it is less dominant in daily life. People dominantly listen, speak and read daily however do not dominantly write daily, especially in the formal way. He claims that even not all native speakers are able to write in particular fields such as writing an essay, a journal or a review. In addition to this, a single mistake in writing is easily

recognized by the readers. Therefore, a writer needs much attention to his writing accuracy. In result, if there are many mistakes in his writing, his English proficiency will be considered low (Harmer: 2007). Accuracy in writing refers to the correctness of spelling, letter shapes, punctuation, word choices, grammatical rules, formation of words, sentences, and paragraphs, and layouts. However, accuracy is not the ultimate goal of writing, rather, its ultimate goal is to successfully express the ideas through writing and then to appropriately communicate it to other people. In order to do so, a writer must have enough ideas and then organize and conform the ideas to a particular writing style (Spratt, 2005). Writing styles which are also called stylistic variations refer to the variations of writing according to the situation or the topic. In brief, writing is not simply writing down a speech. Someone who can speak accurately and fluently is not automatically able to write accurately and fluently.

Further discussion, a written text has several characteristics which differ it from an oral text. These differences also lead to differences in the process of learning writing. Harmer (2007) highlights several issues regarding written texts.

- a. Recently writing activities are dominated by computer writing however handwriting is still avoidable. Sometimes, it is used in a personal letter, a writing test or a written assignment. Learners should improve their handwriting because it influences the readers' thought toward the writer. In addition, those whose native language orthography is different from English natives', e.g. Arabs and the Japanese, will easily face difficulties in forming letters or typing through a keyboard.

- b. It is obvious that English has inconsistency in the correspondence between the sound and the spelling. Moreover, learners will find that not all varieties of English spell the same word in the same way. Incorrect spelling also influences the readers' thought toward the writer, for example, too many errors in spelling are perceived as lack of education or care.
- c. Writing has particular conventions on punctuation, such as quotation marks, commas, full stops, capitalization and so on. What makes it worse is that different language may have different conventions. Violation in these conventions will make one's writing looks awkward.
- d. Each genre of a text has its own layout. A business letter differs from a personal letter; an email differs from a short message and sort of things. A foreign language learner must be aware of such layouts in order to convey meanings through writing correctly and appropriately.

Therefore, teaching writing is not merely about grammatical accuracy. It is necessary for a teacher to emphasize the issues above in the teaching-learning process since they are not easy to be acquired without any guidance.

2. Teaching writing

To teach writing, English teachers do not simply come into the class, explain the material and then involve the students into writing practices. Rather, they must understand micro- and macroskills of writing, approaches to the teaching, the writing process, the students' writing performances and their roles during the teaching-learning process. Briefly, they must understand how to teach and what to teach in teaching writing.

a. Micro- and macroskills of writing

Micro- and macroskills of writing are basis upon which the criteria of writing are valued. Neat and long writing does not mean that the writing is good. Rather, writing is good if it complies with the micro- and macro skill of writing.

There are listed as follows (Brown, 2004: 221):

Microskills

- 1) Producing graphemes and orthographic patterns of English.
- 2) Producing writing at an efficient rate of speed to suit the purpose.
- 3) Producing an acceptable core of words and use appropriate word order patterns.
- 4) Using grammatical system (e.g., tense, agreement, and pluralization, patterns, and rules).
- 5) Expressing a particular meaning in different grammatical forms.
- 6) Using cohesive devices in written discourse.

Macroskills

- 7) Using the rhetorical forms and conventions of written discourse.
- 8) Accomplishing appropriately the communicative functions of written text according to form and purpose.
- 9) Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. Distinguishing between literal and implied meanings when writing.
- 10) Correctly conveying culturally specific references in the context of the written text.
- 11) Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Criteria to consider whether or not the students are able to write are based on the micro- and macroskills above. The more micro- and macroskills they can utilize, the better their writing skills are.

b. Approaches to teaching writing

To teach writing, a teacher does not simply come into the classroom then explain the material and involve students in practices. On account to this, Raimes (1983) differentiates between controlled and free writing. The former is an approach in which a teacher contributes to the students' writing through some guides such as rules, tasks and opportunities to discuss. The implication is that he should provide them with a specific topic, a text organization outline, paragraph manipulation exercises, filling gap activities and so on. On the other hand, the latter allows them to be completely independent writers who produce a particular text based on their own ideas through their own way. Furthermore, Cross (1989) in Reid (1993) reports that the combination of both approaches can build vocabulary mastery, grammatical knowledge and confidence of EFL learners.

In addition to this, Brown (2001; 2004) highlights that there are product- and process-oriented writing. The first is a writing instruction which focuses on how students' final writing looks like. Some final writing criteria such as a sufficient content, a good text organization, an appropriate vocabulary usage, accurate grammar and correct mechanics are the basis of the assessment. On the contrary, process-oriented writing is an instruction which emphasizes in how the students can make efforts to compose their writing. It gives them scaffolding leading them to the final writing, opportunities to discuss and revise their writing, and feedback.

In conclusion, a teacher needs to balance between process- and product-oriented and controlled and free writing. The final writing is the ultimate goal,

however, monitoring the activities which the students go through to compose the final writing are equally important to build their knowledge and confidence.

c. The writing process

Deciding the approach of writing to employ also includes deciding the stages that the students go through to compose their texts. Harmer (2007) sees the stages of writing process as a wheel, where they do not follow a series of sequential stages, rather, they may go back to any stage if necessary.

1) Planning

It is the initial stage in which a writer gathers all ideas related to the topic. Ideas are refined from the writer's own knowledge, experience and belief, and the writer's ideas which are going to impart to the readers. Further, he starts sorting the ideas into a structural organization of a particular genre.

2) Drafting

In this stage, the writer starts composing a draft by carrying his ideas through letters, words, sentences, paragraphs and punctuation to construct a text.

3) Editing

In this stage, if the writer finds that his focus of writing is not precisely gained or his ideas are not well-conveyed through his writing, he can generate different compositions of the same text.

4) Final version

The result of the editing stage is the final version of the writing. Although the final version has done, the writer may re-edit his writing. He may re-visit the previous stages before he has been sure about his final writing.

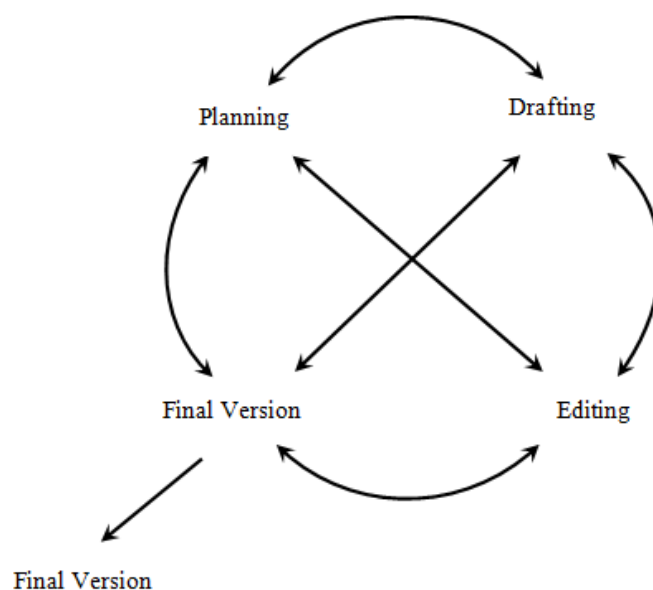


Figure 1: **Process Wheel of Writing**

By following these stages in composing their texts, the students can build their confidence in writing and follow the steps that most professional writers employ in composing their writing.

d. Writing performances

According to what students are doing while writing, Brown (2001) categories the students' writing performances into the following five major categories:

1) Imitative

This writing performance focuses on helping the learners to understand the conventions of the orthographic codes. The activity is only copying letters, words or sentences.

2) Intensive

Like the first performance, intensive writing needs not creativity from the students because it still appears in the form of controlled writing. It aims to reinforce and sometimes to test their knowledge of language structures.

3) Self-writing

Self-writing performance gives the students with more opportunities to utilize their writing skills and creativity as they are writing. They start writing with their own understanding. They write as they think that they themselves will be the readers of the writing. The examples of the activities are note-taking and summarizing.

4) Display Writing

Display writing needs a higher ability of writing in terms of the content, linguistic structure and layout. It requires them to write in an academic boundary such as a short essay and a research report.

5) Real Writing

Almost all text-composing activities in the class tend to be display writing. However, sometimes a teacher facilitates the students to impart their ideas to the audience as a genuine communication such as writing an application letter, filling in a form or sending a post card.

These writing performances suggest the stages through which the students learn writing. Learning writing for beginners tends to begin with imitative, intensive and so on. However, not all learners must start their learning from imitative writing performance.

e. The teacher's roles in teaching writing

Generally speaking, a teacher who teaches writing has the same roles as he teaches the other skills, such as a controller, a prompter, a participant and a resource. However, Harmer (2007) emphasizes that there are three important roles of a teacher in a writing classroom. Firstly, he is a motivator who stimulates the students to generate ideas to write, encourages them to write and makes them aware of the benefits of writing that they are doing. Secondly, he is a source provider who provides them with information and language that they need and gives advice or suggestions when they are working with their writing. The third role is as a feedback provider who responds positively, encourages them to be aware of writing mistakes and offers corrections towards their writing.

Moreover, Ferris (1997) in Brown (2001) has a similar voice. He states that there is a facilitative role of a teacher in teaching writing which appears in the form of the teacher's responses towards the students' writing. He should continually give questions or comments to help them to stimulate ideas, guidance to help them to compose text, feedback on their writing content, and summary on their grammar mistakes.

Therefore, a teacher who teaches writing has to always stimulate the students to generate ideas, guide them to accomplish their writing and give feedback toward their writing.

f. Designing the writing assessment rubric

An assessment in language teaching means a way used to collect information regarding learners' performance or achievement. Recently, it is also

used to provide learners with reflections on the strength and weakness of their writing (Hyland: 2003).

There are three major approaches to a writing assessment, i.e. holistic assessment, primary- or multiple-trait assessment and analytic assessment (Hyland: 2003; Brown 2004). Brown (2004) claims that the last approach is the most comprehensive approach to assess writing. It divides the assessment into some aspects in which each aspect has got its own rates or points. Brown and Bailey (1984) in Brown (2004: 244) propose an analytic assessment rubric for writing. They break the writing aspects down into five aspects, i.e. text organization, logical development of ideas, grammar, mechanics and writing style. Each aspect has several criteria ranging from 'unacceptable' until 'excellent' and gives 20 points as a maximum point. So, students' writing can reach a maximum score of 100 points. However, Brown (2004) himself acknowledges that those criteria are supposed to assess term papers, project reports, long essays and so on which are composed by those who have had advanced language proficiency.

On the other hand, a multiple-trait assessment is more relevant to assess a particular writing context. It also provides ranges of points in separated writing aspects as those in the analytic assessment (Hyland: 2003). The aspects and the criteria of each aspect are more simple and specific since they can be situated in a specific writing context. Hyland (2003: 231) also proposes an example of multiple-trait assessment to assess recount texts of elementary students. Therefore, in order to assess the students' writing, the researcher employed a

writing assessment rubric which was adapted from both approaches of analytical scoring by Brown and Bailey (1984) in Brown (2004) and multiple-trait scoring by Hyland (2003). The writing assessment rubric is attached to the appendices.

In conclusion, as suggested by Brown (2004) that curricular goals and students' needs may vary from a place to another and therefore it is necessary for a teacher to have his own scoring rubric which may be more appropriate for the students.

g. Teaching writing for junior high school students

English is central in students' intellectual, social and emotional development. It supports their achievement in other subjects. Teaching English in Indonesia aims to help students reach four levels of literacy, i.e. performative literacy, functional literacy, informational literacy and epistemic literacy. In particular, the students in junior high schools are targeted to the functional level of literacy. It means that they must be able to communicate through oral and written texts to deal with daily issues (BNSP: 2006).

The scope of the English subject in junior high schools covers some functional texts, short monologues and short essays. The short essays are in forms of procedure texts, descriptive texts, recount texts, narrative texts and report texts. In the odd semester of SMP Negeri 7 Magelang in the academic year of 2013/2014, the text types which the seventh grade students have to learn are descriptive and recount text. Referring to the English teacher's syllabus, from January 20th 2014 and the following days, the text type to teach was descriptive text covering both reading and writing skills. Since the focus of this research was

on improving students' writing skills, therefore Standard of Competency and Basic Competency are listed in the following table (BNSP, 2006: 284).

Table 1: Standard of Competency and Basic Competency of the seventh grade

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<i>Menulis</i> 12. <i>Mengungkapkan makna dalam teks tulis esei pendek sangat sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan terdekat</i>	12.2 <i>Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive</i>

Standard of Competency and Basic Competency are the basis for developing the materials, arranging learning activities and defining the indicators for assessment.

In addition, junior high school students are adolescent. They are in search for their individual identity. They are at the age of transition, confusions and self-consciousness. In the context of teaching and learning, they tend to be disruptive in classroom and easier to be bored (Brown: 2001; Harmer: 2007). On the other hand, Harmer (2007) mentions that if they are challenged and therefore show their interest, they will show their great capacity in learning, their great potential creativity and their passionate commitment to it. In conclusion, teaching-learning process which is relevant and involving is central to the adolescence's learning success.

3. Project-based Learning

a. An overview of Project-based Learning

As far as the researcher concerned, Project-based Learning is abbreviated as PBL. In fact, in the context of English teaching and learning, PBL can refer to Project-based learning or Problem-based Learning. However, in this research PBL only refers to Project-based Learning. PBL formerly was not a specific method to language teaching. The basic concept of PBL was occurred in the early 1900s, as John Dewey popularized "learning by doing". He believes that learning process will take place if students are actively involved in exploring, negotiating, interpreting and creating. Later, when the language learning theory had evolved in the 1970s into communicative language teaching, PBL became more popular because of its relevance to the communicative approach. (Beckett: 2006; Fried-Booth: 2002). Nowadays, PBL has been widely adopted to teach different subjects in schools and educational institutions around the world.

b. The definition of Project-based Learning

PBL is an instructional model which involves the students into activities culminating in an end product. It puts students in an active role. The activities are called project works (Fried-Booth: 2002). Moss and Van Duzer (1998) define PBL as an instructional approach that contextualizes learning by presenting learners with products to develop. Furthermore, Harris and Katz (2001) state that it is a student-centered learning which leads the students to investigate a topic worth through the process of learning outcomes both individually or cooperatively. In addition, it is different from the traditional instruction since it is

student-centered, interdisciplinary, and integrated activities contextualizing the students' real world situations (Solomon: 2003). It engages the students in gaining knowledge and skills through structured tasks and designing products carefully (Thomas et al: 2002). Most importantly, PBL is both process-oriented and product-oriented learning (Stoller: 1997). However, Tezi (2006) states that a good or an awful end product is unimportant, as long as the students can learn much during the process. Sarwar (n.d.) states that its focal aim is to give the students opportunities to become fluent and confident in using English by utilizing and expanding their existing language repertoire.

PBL provides the students with both a collaborative and an individual process to attain their meaningful use of the target language. Based on some definitions above, it can be concluded that PBL is a teaching method which involves students both individually and collaboratively in a series of phases to develop an end product through which the students have opportunities to construct their knowledge and practice their skills. It reinforces them to construct knowledge without reliance on rote memorization, involves challenging activities to exert learners' sense of creativity, cooperation and motivation, and provides high frequency of interaction with others.

Further discussion, based on some experts' voices above, PBL has been referred differently. Until the present time there is no fixed definition of it among experts. It is because nowadays PBL keeps developing (Baş: 2011). Many experts, researchers and institutions are interested to develop it. PBL is referred to an instructional learning model (Fried-Booth: 2002) or an instructional teaching

approach (Moss and Van Duzer: 1998) or a teaching method (Stoller: 1997; The George Lucas Educational Foundation: 2005; Ministry of Education Malaysia: 2006). It is sometimes referred to a teaching technique, a teaching strategy or a learning model (Baş and Beyhan: 2011). There is no agreement has been reached yet.

In this research, PBL is defined as a teaching method. The reason is because PBL contains a set of systemic procedure and its characteristics are relevant to CLT approach. The procedure is carried out through some techniques and activities which lead to the accomplishment of an end product. Related to this research, since it is not specifically developed to teach writing, the researcher also employed the stages of the writing process.

c. The characteristics of Project-based Learning

The activities during the development of the end product can be characterized as follows (Stoller: 1997; Fried-Booth: 2002; Grant: 2002; Solomon: 2003; Brunetti et al: 2003; Srikrai: 2008; Poonpon: 2011; Simpson: 2011):

1) A student-centered teaching-learning process

It is student-centered since the students are completely involved in the process. Therefore, the teacher becomes a facilitator rather than a controller. He is responsible for facilitating the teaching-learning process to run well and encouraging the students to be actively involved during it.

2) Developing students' self-motivation

The project is designed to be contextual, interactive and fun. The students are likely to learn more in such a situation. Moreover, it involves topics that are relevant to their daily life. Related to writing, implementing PBL gives an alternative to teach writing which differs from it in usual. It proposes more comfortable and challenging atmosphere of the writing class. Further, the group work and the group discussion enhance their motivation as they can share ideas with peers. At last, success in creating a tangible end product which can be exhibited to others will be something that they can be proud of.

3) Creativity

Definitely, creating something must involve the creator's creativity. Physical skills such as drawing, designing and decorating develop students' artistic skills. Moreover, in the context of competition among students, they are urged to create the end product more creatively in order to compete with others. Moreover, they can employ their creativity in composing their writing. Various media and discussions with peers also enrich their ideas and stimulate their creativity in writing.

4) A collaborative learning environment

In order to finish it appropriately and punctually, the project needs to be developed collaboratively. When students in a group work collaboratively, it makes them communicate and cooperate one another. Further, it enhances a positive relationship among the students. In addition, if they compose a text

collaboratively, they will receive immediate feedback. Writing in groups also develops the sense of writing for an audience.

5) Providing frequent feedback

Developing the project within a group encourages the students to speak and listen to others. It makes them share ideas, opinions and suggestions. For example, brainstorming ideas in solving problems or achieving common goal will produce a mass of feedback among them. Furthermore, the teacher is responsible to keep them working with their project by giving corrections, feedback and suggestions.

6) Employing technology and multiple learning sources

Sometimes, developing a project requires the students to access to the Internet to obtain necessary information to develop it. Using a computer, a printer and other electronic devices may be important to their project development. Other resources can be from the teacher by providing materials and media such as newspapers, models, videos, examples of previous projects, etc. Furthermore, various tasks which are relevant to the project can be used to guide them in developing it or to strengthen their understanding.

7) Guidance and scaffolding

Especially for beginners, guidance and scaffolding in developing project will be urgently needed. These can be in forms of student-teacher interactions, tasks, worksheets, peer feedback, guiding questions and so forth.

8) Focusing on communicative purpose rather than on grammatical rules

9) Contextualizing language knowledge and skills to the real life situations

10) Integrating language skills

11) Interdisciplinary learning

12) Ending in accomplishing an end product which can be shared with others

d. The procedure of the project development

As other methods have, PBL has a procedure to carry out the project in the teaching-learning process. It functions as a project framework to help the teacher to guide the students developing the project. Supe (2011) states that there are different phases proposed by such educators as Legutke and Thomas (1991), Hill (1999), Fried-Booth (2002) and Haines (1989). Nonetheless, the procedure of the project development proposed by The George Lucas Educational Foundation (2005) seems to be the most comprehensive procedure and therefore the implementation of PBL in this research employed this procedure. It is explained as follows:

1) Start with the Essential Question

The teacher begins the teaching-learning process by offering the students an essential question which gives them images of what the goals to achieve during the project development. The questions also imply to them what knowledge they should construct. The topic of the essential questions must fit the students' proficiency level and be relevant to their daily life.

2) Design a Plan for the Project

The design of the plan contains the explanations of the rules of the project development, the exercises leading to the answers of the essential question, the activities leading to the accomplishment of the project, the materials and the tools

used during it, and the possible sources to access. The design can be designed collaboratively with the students to take into account the students' capability, interests and expectations.

3) Create a Schedule

In this phase, the teacher and the students discuss about when the deadline to end the project development is. The end of it is the time in which they have finished their end products. It also includes the time allocation in doing each activity during the project development.

4) Monitor the Students and the Progress of the Project

It is the most important stage in which the project development takes place. It is important since the success of the project accomplishment will be determined by how well the students develop the project. Besides, in this phase the teacher is required to optimally play his role as a monitor. He is responsible to facilitate the process to run, to guide the students during the process, to help them if they face difficulties and to make sure that each student is involved in the process.

5) Assess the Outcome

After the students have handed in their end products to the teacher, an assesment is conducted to measure the students' achievement. The assessment can be product- or process-oriented. It can assess the end product or their understanding of the lesson by giving further proficiency test. Furthermore, this

phase allows the teacher to evaluate the students' achievement and the quality of teaching-learning process.

6) Evaluate the Experiences

This is the last stage in which the teacher and the students reflect on the activities and the project they have done. Besides, the teacher has to make sure that they have been able to answer of the essential questions presented in the first stage.

e. The roles of the teacher in PBL

At any class, a teacher must play his common roles in the English classroom such as a controller, a prompter, a participant, a resource and so forth. However, in a PBL classroom he must play other roles as follows (Haines: 1989 in Supe: 2011):

- 1) In the pre-project development, the teacher must be a negotiator for deciding the topics, the sequence of activities during the project development, the group formation, the length of the project development and its rules.
- 2) During the project development, he must be ready to be a main resource of ideas, an advisor and a helper of the students to solve problems that may occur.
- 3) In the post-project development, he must be an organizer of the students' end products, an evaluator of the project as well as its process and a commentator of what they have achieved.

f. Kinds of projects in PBL

There are two kinds of projects in PBL, i.e. bridging activity project and full-scaled project. Bridging activity is a small-scaled or simple project which spends only two or three meetings. It is restricted in a classroom only. It can be one of parts or preparation for the full-scaled project. On the other hand, full-scaled project requires complicated activities beyond the classroom to finish the project. The time span is longer. Moreover, it requires certain proficiency level of the students (Bell: 1988; Fried-Booth: 2002). Due to the level of the students' proficiency and the short duration of the research, the researcher implemented a bridging activity project in each cycle of the research.

B. Related Studies

As far as the researcher concerned, there are some related studies although they are not exactly the same as this research. Generally, those studies have shown the significance of the implementation of PBL in improving learners' English macro skills including the writing skills. After the implementation of PBL in his research, Tezi (2006) concludes that the children's writing ability of his experimental group students was significantly higher than that of another group which was taught using traditional teaching. Besides, the experimental group students were more cooperative, enthusiastic, motivated and fun during the lesson than the other group. This finding also supports what are found by Srikrai (2008) who states that students' macro skills were enhanced through the implementation of PBL.

C. Conceptual Framework

This research aimed to improve the students' writing skills at class VII F of SMP Negeri 7 Magelang through the implementation of PBL. Writing skills were chosen on account of their writing ability which was considered severely low, besides on account of its importance in the real world context and the gap between the real condition of the teaching-learning process and the ideal condition. The teaching-learning process of English in Indonesian junior high schools should be emphasized at helping them to communicate both in written and oral English communication. However, there were some problems encountered by the researcher in class VII F of SMP N 7 Magelang. In fact, he found that they had difficulties in applying English writing conventions, organizing text, applying grammatical mastery, using vocabulary and generating ideas. Those problems severely impeded them to be able to communicate using English especially written communication since without sufficient ideas, vocabulary and grammatical mastery, and a correct text organization and mechanics, a good text will not be constituted.

He identified that those problems were caused by some factors. The first factor was related to their low motivation during the English lesson. Further, they had not been accustomed to English writing and had lack of confidence in writing. Secondly, the teaching-learning process was not conducive for them to learn writing. It was because it only provided them with a few opportunities to write. The next factor was related to the teacher. She rarely gave feedback to them. The last factor was that the available teaching aids and facilities of the

school were not maximally used to help them learn or to enhance their motivation.

The lack of motivation in learning English writing, little opportunity in writing, and the nothingness of feedback were considered as the main sources of the problems which caused their insufficient writing skills. Therefore, an action to solve the sources of problems above is important and urgent in order to achieve the ultimate goal of this research.

Strengthened by other studies, the researcher believed the students' writing skills can be improved by carrying out PBL during the teaching-learning process. It has some characteristics which can potentially be the solutions to the problems above. It is motivating, empowering and challenging to them since it offers interesting activities in the form of a product development. Moreover, it will help them to construct language meanings and rules through the series of activities leading to the accomplishment of the project. Project development enables them to internalize language meanings and constructions without reliance on rote memorization. They also vary the activities in the classroom and make the students get more opportunities to practice writing. Moreover, during the development of the project, they will receive frequent feedback from the teacher and the peers while they are having group works and discussions. Therefore, he believed that their writing skills can be improved by implementing it in the context of an action research.

CHAPTER III RESEARCH METHOD

The previous chapter has reviewed the relevant theories to the research. Whereas this chapter aims to explain the method upon which the research was conducted. It comprises the type of the research, the setting, the subject of the research, the data collection, validity and reliability, and the procedure of the research.

A. The Type of the Research

This research is an action research. It is a small-scaled and collaborative research which investigates a problematic situation in order to bring improvements in practice (Burns: 1999; 2010). The research on improving the students' writing skills through the implementation of PBL was an action research focusing on the action to improve the condition of the English teaching-learning process at class VII F class of SMP Negeri 7 Magelang. It involved four broad phases i.e. planning, action, observation and reflection as proposed by Kemmis and McTaggart (1988) in Burns (2010). In addition, this research is collaborative research since collaboration is considered essential in an action research. As Burns (1999) mentions, it allows the researcher and the collaborator collaboratively share the common problems and examine the research data. Therefore, the researcher collaborated with collaborators during the research. This research adopted a descriptive-qualitative design. However, the researcher also used quantitative data to support the qualitative data.

B. The Setting of the Research

This research took place at class VII F of SMP Negeri 7 Magelang from January 20th to February 4th 2014 in the academic year of 2013/2014. The English class was held every Monday, Tuesday and Thursday. Therefore, the actions of the research were conducted three times a week.

SMP Negeri 7 Magelang was a junior high school which was located in Jalan Sunan Gunung Jati 40, Magelang. This school had 18 classrooms, five laboratories (a science laboratory, an enterprise laboratory, a multimedia room, a computer laboratory and a language laboratory), a counselling room, a library and a teacher room. Besides, there were facilities such as a mosque, parking areas, canteens, a basket field and a hall. Administratively, SMP N 7 Magelang had 36 teachers and 11 staffs. In particular, it had three English teachers. The English subject of class VII F was taught by Siti Yulaeha, S.Pd, M.Si who was also pursuing for her doctoral degree. The school mandated her because she was expected to be able to deal with the students of class VII F who had some attitude problems and low academic achievement. There were an LCD projector and its screen and two whiteboards in class VII F.

C. The Subject of the Research

The subjects of the research were 34 students at class VII F of SMP Negeri 7 Magelang in the academic year of 2013/2014. There were 19 male students and 15 female students. Their ages varied from thirteen to fifteen years old. As mentioned in Chapter I, this class was chosen since its students had some crucial problems regarding their writing skills. They had poor English writing skills. It

was because their motivation in learning English, especially writing, was low. Moreover, they had attitude problems which made some teachers including the English teacher found difficulties to teach them. Moreover, their academic achievement of the class was low compared to that of other classes.

D. Data Collection

1. The types of the data

There were two kinds of data in this research, i.e. qualitative and quantitative. The qualitative data were in the forms of the collaborators' and some of the students' viewpoints regarding the action obtained during the teaching-learning process in every meeting. The qualitative data were the main data in this research. They revealed problems, weaknesses and the students' improvements.

Meanwhile the quantitative data were in the forms of the students' writing scores in the pre- and post-test. Their scores in the pre-test helped the researcher to know their problems and weaknesses in writing. Meanwhile, the post-test used to quantitatively present the extent of their writing skills improvement.

2. The instruments of the data collection

Firstly, the researcher employed field notes to record the students' behaviour during the lesson, the teaching-learning process and other valuable information to the research. Secondly, there were observation checklists which made sure that the action was implemented as it had been planned. Thirdly, interview guidelines were used to guide him to explore the collaborators' and the students' viewpoints. In addition, a digital camera was used to document the action in the classroom. On the other hand, a writing assessment rubric was used

to collect the quantitative data which were the students' writing scores. As discussed in Chapter II, a writing assessment rubric employed was adapted from Brown and Bailey (1984) in Brown (2004) and Hyland (2003). The writing rubric assessed four different aspects, i.e. the content, vocabulary, grammar, mechanics and text organization. In assessing, he collaborated with the collaborators to avoid bias in assessing their writing.

3. The techniques of the data collection

During the implementation of the action, the researcher acted as a teacher who implemented it as well as acted as an observer who observed the action. Moreover, there was the first collaborator who acted as an observer when the researcher was implementing the actions. The second collaborator, who was the English teacher, helped to interpret the data. After the implementation, they conducted discussions in planning, implementing and reflecting the actions. After the implementation, he conducted interviews with the participants to know their opinions related to the actions, improvements, problems they faced and so on. They were recorded and then transcribed into interview transcripts. In addition, the collaborator occasionally photographed particular moments during the actions through the digital camera. Meanwhile the quantitative data were obtained twice; in the pre-test which was conducted before the implementation and in the post-test which was conducted after the implementation.

4. The techniques of the data analysis

The qualitative data were analyzed according to the procedure proposed by Burns (2009). It is discussed as follows:

1. Assembling the data

This was the step in which the researcher assembled and arranged all the data gathered into broad patterns seeming to answer the question of the research formulated at the beginning.

2. Coding the data

After broad patterns were developed, he coded the patterns into more feasible and manageable categories. He coded them in order to label, to record and retrieve them according to the codes.

3. Comparing the data

The next step was comparing the categories or patterns among the different sources of data to see whether or not the categorized data said the same thing toward the question of the research.

4. Building meanings and interpretations

In this step, he analyzed and interpreted beyond what the surface data said. Based on the question of the research, he identified any connection between the data with the question then he deduced conclusions from the data. The conclusion answered whether or not the implementation of PBL really led to the improvement of the students' writing skills and explained how it was possible.

5. Reporting the outcomes

At last, he considered how to organize the analyzed data in order to display findings.

Meanwhile to analyze the quantitative data, he used SPSS software to find the mean scores, the probability value, the frequency distribution, the standard deviation and inter-rater reliability.

E. The Data Validity and Reliability

1. Validity

As stated by Anderson et al. (1994) in Burns (1999), a research is assumed as valid if it has covered five criteria namely democratic, outcome, process, catalytic and dialogic validity. In this study, all of them were used to assure the validity. The explanations of them are as follows:

a. Democratic Validity

This validity regards that the study is valid if it involves all participants to share their perspectives. On account on this, the researcher involved the students, the English teacher and the collaborator in decision-making. He collaborated with the English teacher and the collaborator to plan, to analyze and to reflect on the actions excluding the assessment of the pre- and post-test. Both of them were done collaboratively by the researcher and the collaborator.

b. Outcome Validity

An action research is considered as valid if there are clear and systematic steps to achieve the resolution of the problem. The researcher had planned a clear and systematic procedure in the context of an action research to implement PBL in order to improve the students' writing skills. The improvements could be seen from observation, documentation and their writing scores.

c. Process Validity

It views the validity of a research from the process or steps which are closely related to the outcome validity, because the worth of a research is not merely the successful result but the process as well. This research was not only to achieve its ultimate goal, but also to comply with the procedure of the action research.

d. Catalytic Validity

A research is valid if all participants are able to deepen their understanding in order to make changes within it. Their perceptions related to the problems in this research setting were monitored in order to allow the participants to deepen their understanding of the social realities of the context and to explain how they could make changes within it.

e. Dialogic Validity

Dialogic validity is achieved if there is a peer review as commonly found in academic research. Dialogic validity in this research was fulfilled by means of the involvement of collaborators in planning the actions, interpreting data and drawing the conclusion.

2. Reliability

Similarly, triangulation was used to enhance the reliability of this research. Burns (1999) proposes 4 triangulation techniques which three of them were adopted in this research. Those are explained as follows:

a. Time triangulation

All of the data in this research were collected over a period of time which was during two cycles over seven sequential meetings. It strengthened what factors that actually improved the students' writing skills.

b. Investigator triangulation

This research involved two collaborators in order to avoid bias in observing information and interpreting the data.

c. Theoretical triangulation

The data of this research were analyzed from more than one perspective and from some theoretical reviews as well.

F. Procedure of The Research

This research involved four broad phases proposed by Kemmis and McTaggart (1988) in Burns (2010). It was a set of stages through which the researcher went in executing the action in each cycle. Each phase is explained as follows:

1. Planning

At first, the researcher identified problems which occurred in the classroom. He observed the teaching-learning process by observing how the English teacher's teaching, the students' attitudes, and their interactions during it. He also measured their writing ability and identified their difficulties by conducting a pre-test.

After identifying and selecting the problems to solve, he began to conduct each cycle by making a plan of the actions based on relevant theories to solve the

problems. Besides, he found out possible strategy to solve the problems. Moreover, he prepared and developed lesson plans and materials based on the curriculum and the syllabus. The instruments needed in the research were also prepared. The plan of the action was collaboratively and deliberatively developed by him and the collaborators in order to improve their writing skills through the implementation of PBL.

2. Action

The second phase was the action. In this phase, the researcher thoroughly put the plan into the action. During the action, PBL was carried out and the students were developing their end products. In addition to this, it was the phase in which the data were obtained through interview, observation and documentation. The actions were stopped when the expected improvements had been gained.

3. Observation

He acted as the one who executed the planned actions as well as who observed the actions. At the same time, the collaborator directly observed the actions. It aimed to identify the success and possible problems that occurred during the implementation. She wrote down the necessary information in forms of field notes and occasionally took some pictures. Moreover, the observation checklists were also used to monitor the implementation.

4. Reflection

It was the last phase of every cycle in which the the effects of the actions were reflected and described empirically. The reflection involved the researcher

himself, the collaborator and the English teacher. After the implementation of the actions, they identified their behaviour, motivation and understanding by analyzing the field notes, interviews, observation checklists and the documentation. The participants of the research worked collaboratively to share, find and analyze both the improvements and weaknesses of the actions particularly related to their writing skills. They also evaluated the actions to elaborate more issues of the problems occurring during actions in order to decide whether or not the research needed more cycle.

To summarize, the actions of this research were carried out cyclically from planning, action, observation and finally reflection. If the ultimate goal of the research had not been gained, one more cycle would be conducted to improve the previous action. Whenever the action had been considered successful, it would be ended and the research ended up with a post-test to measure the extent of the students' writing skills improvement. The students' scores were used to support the findings of the qualitative data.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSIONS

This chapter comprises four sub-chapters, i.e. the reconnaissance, the report of cycle one, the report of cycle two and the discussions.

A. Reconnaissance

1. Identification of the field problems

Firstly, the researcher gathered the initial data to identify problems in the field. To do so, he conducted a pre-test, observations and discussions with the English teacher. The observation was conducted in two phases. The first phase was conducted on July 24th 2013 until September 2nd 2014 during his PPL program at SMP Negeri 7 Magelang. He observed the English teacher when she was teaching at class VII F. Moreover, he himself taught the class for seven meetings. He also had informal discussions with some students and the teacher. The second phase was conducted once in the same class on January 13th 2014 with the collaborator. To support the information gathered during the observation as well as to identify more problems, he conducted a pre-test on January 19th 2014. The students' writing scores were presented in the appendices. Besides, there were some discussions with the English teacher before the research. The discussions were noted down in forms of vignettes presented in the appendices. He did so in order to know her point of view. Based on the data gathered, he identified some problems.

The first problem identified during the two phases of observation was the aspect related to the students. The majority of them were less motivated during the

English lesson. There were some indicators which showed so. During the teaching-learning process, most of them were not paying attention to the teacher. They were mostly male students, especially those who sat at the back of the classroom. Other students were chitchatting, finishing tasks of another subject, and even sleeping. This problem was also occurred again in the second observation as shown in the following extracts of the field notes.

The teacher then asked the students to keep silent, listening to her of what they were going to learn. Unfortunately, some students were still noisy, especially the boys sitting at the back. (Field Note 4, 13rd January 2014)

Some other students then began to have their work finished and raised their writings to be taken by the teacher. At this time, there were 3 students who were throwing correction pen one another. The teacher did not respond to it. Students who had finished their work began to talk to their friends again and some were busy finishing another subject's homework secretly. (Field Note 4, 13rd January 2014)

Furthermore, they seemed to have lack confidence to write in English. They often asked their peers about unknown vocabulary and what to write as shown by the extract of the field note below.

Some students shouted "*Bu, saya kelebihan!* (Ma'am some papers remain!)", "*Bu, tulis tangan to?* (Hand writing, isn't?)", "*Bu, judulnya apa?* (What's the title ma'am?)" She answered "*The title is up to you*". The students began to be crowded asking their desk mate about the task. Some of them asked about some word meanings, what they should write and some were still did not know what exactly to do since they were noisy and did not pay attention to the teacher's instruction. (Field Note 4, 13rd January 2014)

The second problem identified during the first observation was related to the teaching-learning process. It was not conducive for them to learn writing. They only had a very little practice to write a particular text. Mostly, they wrote

only in forms of some words or short sentences to answer questions in the LKS. Moreover, the teaching-learning process seemed to be uninteresting for them. It was indicated by the majority of them who did not pay attention to her. It was because of the monotonous techniques used by her. The activities mostly only required them to sit down, think and do the tasks in the LKS.

Thirdly, there were some problems regarding the teacher herself. She had attempted to encourage them. However, her attempts were not yet successful. She found it difficult to arrange the available materials into good writing activities in the classroom despite having various books from eminent Indonesian publishers. Furthermore, the teaching aids and facilities available in the school such as computers, printers, internet connection, LCD projectors and a language laboratory were not optimally used. The language laboratory was the only facility she often used. Another problem related to her was that she did not give them feedback. Their writing or the tasks did not maximally contribute to their learning since their writing was neither returned with feedback nor discussed with them.

The fourth problem was related to the media used during the teaching-learning process. During the observation, the researcher noticed that the available teaching aids were not optimally taken advantage to enhance the students' motivation. It was indicated by the teacher's preference to refer to LKS in her teaching. The facility often used by her was the language laboratory.

The last problem was related to their writing skills. The previous problems had greatly impeded them to learn and therefore their writing skills were poor. It

was initially indicated from the English teacher's acknowledgement when the researcher discussed with her.

... He explained, "*Saya akan menerapkan pembelajaran berbasis proyek atau Project-based Learning untuk mengajarkan writing dikelas VII F bu. Alasan saya memilih PBL karena teknik ini sudah banyak digunakan diluar negeri untuk mengajar berbagai mata pelajaran termasuk bahasa Inggris. Alasan saya memilih writing karena dengan pengalaman saya mengajar di kelas VII F selama PPL menunjukkan bahwa mereka masih sangat kurang dalam writing skill. Bahkan mereka belum bisa untuk sekedar menuliskan titik diakhir setiap kalimat. Selain itu, grammar dan vocabulary mereka juga saya lihat masih sangat kurang bu. Mereka nampaknya juga kurang termotivasi dalam English writing.*" (I would like to implement Project-based Learning to teach writing at the grade VII F. The reason is because this method has been widely used around the world to teach different subjects including English. Next, I choose writing since based on my experience taught during the PPL I concluded that their writing is very low. Even they were unaware about putting full stop at the end of a sentence. Furthermore, their grammatical and vocabulary mastery was insufficient. The last they seemed unmotivated to learn English writing.). She commented, "*Memang writing skill mereka memang kurang. Karena kan mereka baru masuk SMP dan sebagian besar mereka belum mendapatkan pelajaran Bahasa Inggris.*" (Yes, in fact their writing was still low. It was because they just entered SMP and most of them had not got English subject.) .

Moreover, the result of the pre-test revealed the problem with many details. Their writing was assessed using a writing assessment rubric which assessed five different aspects of writing. In each aspect, the range of the points was 1 up to 5. It meant that the highest score that they might reach was 25 and the lowest was 5. Meanwhile the lowest score for each aspect was 1 and the highest was 5. Generally speaking, he found that they had difficulties in all writing aspects. The following samples are their writing.

**STUDENT'S WORKSHEET
PRE-TEST WRITING**

Name : Muhammad Farhan F Class : VII-F
Student's Number : 23 Date : Monday, 20 January 2014

Write a descriptive text about someone. 1 + 1 + 3 + 2 + 2

Soedirman

He is a hero for Indonesia. He was born on January 1916. The Nationality is Indonesia. Then Hobbie is boy scout. He is make my dream come true.

Figure 2: A sample of the students' writing

**STUDENT'S WORKSHEET
PRE-TEST WRITING**

Name : Akbar. B. P Class : VII F
Student's Number : 3 Date : 20-1-2014

Write a descriptive text about someone. 1 + 2 + 1 + 1 + 1

Evan Dimas Darmo

Evan Dimas is puyer football. Evan Dimas football player origin Surabaya. Evan Dimas born 13 in Surabaya, 13 March 1995. Evan Dimas captain under timnas under 19 (U-19).

Figure 3: Another sample of a students' writing

The first aspect was the text organization. Almost all of them wrote a text only in a single paragraph. Moreover, they disregarded the generic structure of a descriptive text so that they did not organize the content appropriately. In addition, most of them did not indent each paragraph they wrote. The next

students' difficulty was related to the writing content. It was indicated by their writing which was short. Some of them did not develop their content in relation to the assigned topic. Moreover, most of their descriptive texts failed to make a clear description. Thirdly, their difficulty in grammatical aspect was indicated by their sentence constructions. Only few of them succeeded to comply their sentence constructions with English grammatical rules. Most of them wrote by disregarding the grammatical rules or using grammatical rules of their native language. The next difficulty was related to the vocabulary aspect. They could not produce sufficient numbers of words in describing the object. Moreover, they often misused and misspelled words. The last difficulty was their writing which mostly did not comply with the English writing conventions. They often neglected capitalization and omitted full stops and commas. Their writing ability is illustrated in the following table.

Table 2: The Students' Mean Score in the Pre-test

Aspects	T	C	G	V	M	Total
Mean Score	2.02	2.11	1.94	1.88	1.94	9.91
Maximum Mean Score	5.00	5.00	5.00	5.00	5.00	25.00
Achievement Percentage	40.4%	42.2%	38.8%	37.6%	38.8%	39.64%
T : Text Organization V : Vocabulary G : Grammar C : Content M : Mechanisc						

Referring to Table 3, their writing was not yet good. The means of their scores of text organization, grammar, vocabulary and mechanics were between the two lowest points. Moreover, the aspects which reached 2.00 were the text

organization and the content, even though they could not be considered sufficient as well. Overall, the mean of their scores was poor at 9.91 in a maximum of 25.00.

Table 3: The Frequency Distribution of the Students' Writing Scores in the Pre-test

No	Score Interval	Category	Frequency	Percentage
1	21.8 – 25	Very Good	0	0%
2	17.7 - 21.8	Good	0	0%
3	13.5 - 17.6	Fair	5	14.70%
4	9.3 - 13.4	Poor	11	32.35%
5	5 - 9.2	Very poor	18	52. 94%
Total			34	100%

The table above shows the picture of their writing. Among thirty four students, there were only five students whose writing was categorized as fair. The others' writing was categorized as poor and very poor. In addition, the highest score was 17.00 and the lowest was 5.00.

Furthermore, their writing skills which were insufficient were also admitted by the collaborator as shown in the following extract of the interview transcript.

R : Pertanyaan pertama buat bu Ima, setelah melihat pembelajaran dikelas, melihat guru mengajar dan melihat hasil tulisan anak-anak, menurut pengetahuan dan pemahaman Anda, sudahkah para siswa itu memahami *writing convention* dalam bahasa Inggris termasuk *punctuation*, *grammar*, dan lain sebagainya, apakah mereka sudah paham bu?

(The first question for Miss Ima, after observing the teaching-learning process and the English teacher teaching in the class, and assessing students' writing, **what is your opinion about the students' writing skill especially related to writing conventions, punctuation, grammar etc?**)

- C : Menurut saya yang saya lihat dari hasil pekerjaan mereka kemarin, menurut saya memang masih kurang. Mereka itu kurang memperhatikan *word usage*, *vocabulary* jelas masih kurang karena masih monoton, dan *structure*, itu masih *acak-acakan*, mereka itu menulis benar-benar masih setahunya mereka, jadi belum terstruktur, lalu idenya masih belum tersusun rapi, jadi masih *acak-acakan*, tapi kalau kaitan antara judul dengan isi *writing* mereka itu sudah bisa, maksudnya judul itu sudah sesuai dengan isi paragraf yang mereka tulis. Beberapa sudah bagus, tapi banyak juga yang masih kurang. (I think what I observed from their writing, **their writing skill was very insufficient. They neglected the word usage and vocabulary which were insufficient and monotonous. The structure was disordered, they just wrote as they could and ungrammatical.** However, the relation between the title and the text was good, meaning that their writing was fitting to the title. Some students were good but **mostly were not yet good.**) (Interview Transcript, 20th January 2014)

The identified problems from different aspects above are summarized in the following table.

Table 4: **The Identified Problems in the Teaching-learning Process at class VII F of SMP N 7 Magelang**

No.	Field Problems
1.	Related to the Students' Writing Ability <ol style="list-style-type: none"> The students had difficulties in English grammar. The students had difficulties in organizing the text. The students had difficulties in English writing conventions. The students lacked vocabulary mastery. The students lacked ideas in writing.
2.	Related to the Students <ol style="list-style-type: none"> Students were less motivated in English lesson.
3.	Related to the Teacher <ol style="list-style-type: none"> The teacher was not yet successful to compose interesting activities. The teacher did not give feedback for the students.

4.	Related to the Media a. The teacher rarely used instructional media to teach.
5.	Related to the Teaching-Learning Process a. The activities during the teaching and learning process did not encourage students to learn writing. b. The activities were monotonous.

2. Selecting the problems

The researcher conducted a discussion with the collaborator to decide the most possible and critical problem to solve. After that, they discussed and decided some problems to solve.

C	: Menurut saya yang saya lihat dari hasil pekerjaan mereka kemarin, menurut saya memang masih kurang. Mereka itu kurang memperhatikan <i>word usage, vocabulary</i> jelas masih kurang karena masih monoton, dan <i>structure</i> , itu masih <i>acak-acakan</i> , mereka itu menulis benar-benar masih setahunya mereka, jadi belum terstruktur, lalu idenya masih belum tersusun rapi, jadi masih <i>acak-acakan</i> , tapi kalau kaitan antara judul dengan isi <i>writing</i> mereka itu sudah bisa, maksudnya judul itu sudah sesuai dengan isi paragraf yang mereka tulis. Beberapa sudah bagus, tapi banyak juga yang masih kurang. (I think what I observed from their writing, their writing skill was very insufficient. They neglected the word usage and vocabulary which were insufficient and monotonous. The structure was disordered, they just wrote as they could and ungrammatical. However, the relation between the title and the text was good, meaning that their writing was fitting to the title. Some students were good but mostly were not yet good.)
R	: Kesalahan apa yang paling dominan pada tulisan anak-anak sehingga nanti bisa kita pelajari dan kita usahakan untuk kita perbaiki? (What are the most dominant mistakes in the students' writing so that we can make efforts to improve?)
C	: Kalau masalah itu, <i>idea</i> itu sudah bisa, sudah bisa menentukan dan bisa berfikir, tapi yang belum itu penggunaan <i>verb, vocabulary</i> masih kurang lalu <i>word usage</i> , dan <i>structure</i> -nya, ya semua. (Regarding to that, generating idea was good, they could choose and think about it, however the dominant problems were the use of verb and vocabulary, word usage, and the structure, yeah, all aspects) (Interview Transcript 4, 20 th January 2014)

From the problems identified, he and the collaborator decided to take actions to solve the problem which was related to their poor writing skills. The first and the foremost, they considered that all problems related to their writing skills were crucial, i.e. generating ideas, vocabulary and grammar mastery, and correct text organization and mechanics. As without them a good text will not be constituted. The following crucial problem was lack of motivation among the students. Without putting aside other personality factors, the success of their learning was highly determined whether they were motivated or not during the learning.

Finally, they identified the sources of the problems. Firstly, the teacher who rarely used teaching aids to teach and the activities which were monotonous were considered the main causes of their low motivation. Consequently, their low motivation led to the difficulties in understanding English lesson and therefore it made their writing skills low. Moreover, the use of teaching aids had an important role in facilitating them to understand language meanings and constructions and in enhancing their motivation. Secondly, the actions to adopt varied activities in the lesson, enhance the motivation and provide them with a motivating way in learning writing were considered crucial. Last but not least, there was necessary to give them feedback so that they could be more aware of their own mistakes. By doing so, their writing could make a contribution to their learning. Therefore, the actions to solve the problems above were considered important and urgent in order to solve the ultimate goal of this research, improving their writing skills.

3. Determining actions to solve the selected problems

After determining the most urgent, feasible and possible problems to solve, the researcher and the collaborator then designed how PBL could be implemented in the teaching-learning process in order to solve the problems. Its implementation covered employing various activities, giving feedback to the students and using varied teaching aids and learning sources. The actions are summarized in the following table.

Table 5: **The Problems and the Solutions through PBL**

No.	Selected Problems	Solutions to the Problems
1.	The activities were monotonous.	<ul style="list-style-type: none"> • The teacher asked the students to look for their idols' pictures and biodatas. • The students did some tasks in the LKS and in the worksheet. • The students in groups wrote their drafts. • The students then individually revised the drafts to compose the final writing. • The students created posters.
2.	The teacher did not give feedback to the students.	<ul style="list-style-type: none"> • The teacher gave the students oral and written feedback. • The students received feedback from peers during the group work and discussion. • The teacher gave the students guidance and suggestions during the project development.
3.	The teacher rarely used media to teach.	<ul style="list-style-type: none"> • The teacher used presentation slides through the LCD projector. • The teaching-learning process was conducted in the language laboratory. • The teacher provided pictures. • The teacher provided some biodatas of the famous people. • The teacher provided worksheets to the students. • The teacher gave some tasks in the LKS.

After identifying the problems, selecting the problems and deciding the solutions, subsequently they prepared and planned the action. The preparation is described as follows:

a. Preparing the instruments

The instruments prepared for the action were an observation checklist, interview guidelines, field notes and a writing assessment rubric. First of all, the observation checklist functioned to make sure that the implementation was carried out as it was planned. In addition, the collaborator noted the teaching-learning process down in forms of field notes. Then, the interview guidelines were aimed to help the researcher to direct questions to the participant and to explore their viewpoints regarding the implementation. Lastly, after the action ended, the same writing assessment rubric as it in the pre-test was used to assess the students' writing in the post test.

b. Making a course grid

A course grid was developed based on Standard of Competency and Basic Competency stated in the national curriculum, the teacher's syllabus, available teaching aids and facilities of the school, and possible activities to carry out in the classroom. It gave a clear plan of the activities and brief pictures of the materials. Furthermore, it helped in organizing the activities, deciding the media to use and developing the lesson plan. The course grid was attached to the appendices.

c. Developing lesson plans

Developing lesson plan helped them to know the design of lesson. Moreover, it became the guideline for the researcher who acted as the teacher to

carry out the action in the classroom. The lesson plans were presented in the appendices.

B. The Report of Cycle One

1. Planning

The cycle one was planned to be conducted in three meetings on January 20th, 21st and 23rd 2014. The researcher carried out the planned action while the collaborator observed the teaching-learning process. The actions and the expected improvements are listed in the following table.

Table 6: The actions of PBL implementation and Improvements to Achieve

No	Actions	Expected Improvements
1.	Providing various activities	<ul style="list-style-type: none"> • Improving the students' writing skills. • Enhancing the students' motivation. • Giving the students with more opportunities to write complete texts. • Enhancement of the students' involvement and participation
2.	Giving frequent feedback	<ul style="list-style-type: none"> • Raising the students' awareness of their own mistakes. • Providing the students with more opportunities to learn from their peers' mistakes.
3.	Employing various media	<ul style="list-style-type: none"> • Enhancing the students' motivation. • Facilitating the students to understand new English words or constructions. • Stimulating the students' ideas through input from the media used. • Offering different teaching-learning atmosphere in the language laboratory • Giving the students with more opportunities to write.

The action to solve the problems and the instruments to collect the data during the implementation had been planned and prepared. Firstly, he studied the

teacher's syllabus. Then he chose Standard of Competency and Basic Competency of the writing skills of the seventh grade. After that, he compiled materials, chose topics and determined the tasks and the activities for the first cycle. In general, there were three essential preparations done by him before the implementation.

The first, Project-based Learning was the major action to implement in the first cycle. Its main purposes were to enhance the students' motivation through series of interesting activities, provide them with more opportunities to practice writing and give them opportunity to learn English language meanings and constructions through the accomplishment of end products. He arranged some activities which directed them to the accomplishment of the project. The project was named "Our Idol's Poster". The concept of project was created by the researcher himself after reading some references. It was implemented in forms of a series of varied activities which directed them to culminate posters. It required them to work in groups of four to create a poster containing famous people's pictures, their description and additional decorations. The series of the steps to develop the project were sequentially introducing the project, doing several tasks on vocabulary and grammar, searching the idol's pictures and biodata, writing the idols' description, revising the description based on the teacher's feedback and eventually creating the poster. The series of activities in accomplishing the project were expected to give them more opportunities to construct their knowledge. The project was relevant to their interest since they were required to create a poster of someone that they idolized. Moreover, they were allowed to choose their own partners to cooperate with in the group work. Besides, it also provided them more

opportunities to practice writing. Those were expected to be able to enhance their motivation and involvement.

Second preparation was for the feedback activity. The main feedback would be given by the teacher after they had written their drafts of descriptive texts about their idols. It aimed at raising their awareness of their own mistakes so they were expected not to make the same mistakes in the future writing. It also directed them to notice and learn from their own and their friends' mistakes. Therefore, it was expected that it could improve their understanding about correct English vocabulary, grammatical rules, text organization and mechanics. Before the implementation, he studied some references to know some writing correction symbols available. On account of their understanding, he then simplified the available writing correction symbols. As far as he concerned, the available correction symbols were too complicated that they might make them find difficulties in understanding the meanings. Therefore, he divided the mistakes and accordingly the symbols only into three categories, i.e. mechanics mistakes which were symbolized by short squares, vocabulary mistakes which were symbolized by medium-length squares and grammar mistakes which were symbolized by long squares. He believed that such symbols were relatively easy to understand by them. Moreover, he planned to add the main feedback with oral feedback. He would list some incorrect sentences as representatives of each category on the whiteboard and then discuss such mistakes with them.

The last, he planned to conduct the lesson in the language laboratory. It was intended to give them different atmosphere in learning writing. The

instructional media or the teaching aids used during the lesson in cycle one were pictures, biodatas, worksheets, LKS and a LCD projector. He searched the Internet for some pictures of famous persons chosen by them. Further, the worksheet was a compilation of tasks from many other resources compiled by him. It aimed to complement the materials and the tasks of the LKS. Those teaching aids were intended to enhance their motivation and to facilitate them to understand the language meanings and rules.

2. Action

The researcher who acted as the teacher carried out PBL in the form of a project which should be accomplished in three meetings or during the first cycle. The activities required the students to read some references outside the classroom, discuss with peers within groups and employ their creativity. The project was namely “Our Idol's Poster”. There were some activities directing them to create their end products. The report of the implementation of PBL is explained as follows:

1) Start with the Essential Question

The first step and second step were conducted in the first meeting of cycle one on January 20th 2014 at class VII F. To begin the project, the teacher began the teaching-learning process by offering the students an essential question which gave them images of what the goals to achieve during the project development were. There was a question upon which they developed the project; that was “How to describe someone through written text?” Besides, there were some

questions aimed to activate their background knowledge at the beginning of the lesson. He also showed some pictures and examples of descriptive texts.

Then he began the lesson by asking “*what are we going to learn today?*” Some students answered together “*Descriptive text!*” The researcher then asked the topic of the descriptive text by pointing the students who were noisy. The topic of the lesson that day was describing famous people. The researcher began the lesson by having a short discussion. He asked the students’ about what the purposes of descriptive text were, what information to include in the text was and so on. He began to build students background knowledge about descriptive text. This time, he used mixed language. He asked what the function of it is, but no student answered. He continued “*It is to describe, menggambarkan dengan kata-kata*” while he showed in through the LCD. He then showed pictures of famous people that the students had chosen the day before through LCD. (Field Note 5, 20th January 2014)

2) Design a Plan for the Project

In this stage, he explained the rules of the project development, the activities leading to the answers of the essential question, the materials and tools used during the project development, and the possible sources to access. The series of activities were introducing the project, doing several tasks on vocabulary and grammar exercises, searching the idol's pictures and biodata, writing the idols’ description, revising the description based on the teacher's feedback and eventually creating and decorating the poster. In this stage, he firstly explained them about the grouping. He asked them to make a group of four freely.

He then grouped the students into small discussion groups. He asked the students to make groups in 4. Each group was to describe 2 different people in the same field, for example 2 football players. The grouping was so noisy. He then asked each group to listen to the lesson than later discuss the people they would choose. (Field Note 5, 20th January 2014)

Then, he stated the rules and the topic of the discussion including the procedure of developing the project. Further, he gave them a piece of useful

information to help them to develop the project as well as to construct their understanding.

He asked them questions to start discussion about the generic structure of the text. Three male students sitting at the back were noisy, and the researcher pointed them with a wooden ruler to answer the question given. They then paid attention to the lesson again. He then continued by giving examples of what was included in *identification*, and what was included in the *description*. He gave students an opportunity to ask questions by asking, "*Ada pertanyaan? Any question?*" No one answered, but they began to be noisy. The researcher asked them to be quiet, and he also praised a male student at the back who was silent and paid attention to the lesson. The researcher then continued explaining the material, starting from explaining about how to write an identification of a descriptive text. He showed the example on the LCD, and wrote the alternative sample sentences on the whiteboard. The students paid attention to his explanation, and only a few of them who made noises. When he explained, he inserted some knowledge about language features in a descriptive text. He applied them in examples, for example the use of *-s/-es* in verbs. (Field Note 5, 20th January 2014)

3) Create a Schedule

In this phase, the teacher and the students discussed the deadline to end the project. He said to them that the project should be handed in on the third meeting or on January 23rd. He also decided the time allocation of each activity during the project development.

4) Monitor the Students and the Progress of the Project

It was the most important phase in which the project development took place. It was on January 20th 2014. He began the lesson by grouping them into eight groups. A group consisted of four students. In this occasion, they were free to choose their partners. Within the group, they did some exercises. They were allowed to discuss with partners and ask the teacher. All of the exercises were done in groups. Moreover, during the discussion he was walking around the

classroom to facilitate the process to run, guide them during the process, help them if they face difficulties and to make sure that each student was involved in the process.

The first exercise was about generic structure of a descriptive text. They were discussed about how its structure was divided. He helped them to understand what information was to include in describing someone through a descriptive text. After that, he distributed a worksheet for every student. The worksheet consisted of some exercises on grammar and vocabulary. The second task, they were asked to write down vocabulary related to parts of the human body by completing a picture. The next task, they were asked to write down important adjectives used to describe people by completing a table. Still, they discussed within their groups to finish the exercises in the worksheet. This phase was done in the first meeting. The following extract describes the situation of the teaching-learning process

. . . He then grouped the students into small discussion groups. He asked the students to make groups of 4. Each group was to describe 2 different people in the same field, for example 2 football players. The grouping was so noisy. Some students began to make noise again. The researcher continued and asked them to keep silent, "*Perhatikan, udah, diam semua! (hand gesture). Setelah ini kalian akan banyak berdiskusi, tapi tolong jangan keras-keras dan juga jangan keluar dari topic pelajaran!*" (Attention and silent please! After this, you will most of your time to have discussion, but please do not speak too loud and do not discuss beyond the topic)" Then, he distributed a worksheet for each student. At the time, they were asked to complete the names of human body parts. He checked whether all students had already got the worksheet. . . . (continued)

. . . He then instructed the students to start to work, “*sudah semua dapat? Sekarang diskusi, boleh buka kamus. 5 menit! Waktunya 5 menit.*(finished? Now discuss with your friends. You may consult your dictionary. Five minutes starts from now.)” While the students were working in groups, he monitored the class. He walked around helping them. Some students did not bring a dictionary, and they began to ask their friends about unknown words. Once, there was a male student asking the English word of *leher*. He directly asked the researcher, “*Mister, gulu itu apa?* (Mr, how to say leher in English?)”, but the researcher asked him to check in the dictionary. Few seconds later, he said, “*aku tahu!* (I know!) *N-e-c-k*”. The researcher praised him by saying, “*Nah, bener.* (That’s correct.)” After most of the students finished their work, the researcher checked it by discussing it for the whole class. He pointed the students randomly to answer the questions, and some other ones to repeat the answer. In this session, he inserted some information about singular nouns and plural nouns and the role in constructing sentence agreement. After he finished discussing it, he asked them to keep the worksheet. He then distributed another kind of worksheet, 2 students got 1 paper. He explained that the next task the students were going to do was actually had been written in the LKS, but he added some modification. The worksheets required students to arrange sentences containing a noun phrase. He checked whether the students understood the task, “*Coba dibaca dulu, ada yang nggak paham artinya?* (Do you find any difficult words?)” the students shouted together, “*Adaaaaa...!*(Yes,we do!)”The researcher then discussed the meanings of unfamiliar words. He seldom gave the meanings of the words directly, rather he always asked students to refer to the dictionary. There was a male student sitting at the back that kept his head laid down on the table. He seemed sleeping. The researcher then approached him and touched his shoulder with a ruler to make them awake. “*Sekarang semua coba mengerjakan tugasnya. Boleh diskusi.* (Now try to do the task. You may discuss with your friends.)” Students then worked in groups again, and the researcher monitored their working. A student suddenly asked a permission to go to the toilet, and he came back soon to the class. The class was quite noisy, but the students did their task. Five minutes left, the researcher checked whether they had finished the task. He then discussed the answers for the whole class, just as the same as the previous technique. When the students selected read an answer, they got a mispronunciation for the word “eyes”. Other students could spontaneously correct their friends of how to pronounce “eyes” correctly. (Field Note 5, 20th January 2014)

At the end of the lesson, he asked them to cooperate within the group to write drafts of descriptive texts about the idols that they had chosen. Every student wrote by him or herself but was allowed to discuss within the group. During this, he always walked around the class to motivate them, stimulate them in generating ideas and give suggestions to their drafts. In the context of writing process, then they had entered in the first and second stage which was planning and drafting their writing. At the end of the second meeting, they handed in their drafts to him. Then, he brought their drafts home to put written feedback on it. The process of the project development in the first meeting was stopped in this activity since the time was up.

After that he explained about the next task the students were going to do in Bahasa Indonesia. They were asked to work in groups but on an individual sheet. The task was writing a description about the famous people they had chosen. They were given time to do the task until the bell rang. The researcher monitored the class to advice and give help. While the students were busy with their works, the bell rang. (Field Note 5, 20th January 2014)

After that, it was continued in the second meeting on January 21st. It was conducted in the language laboratory. In this meeting, he gave them feedback. The feedback from him was given after they had written their drafts of descriptive texts in the previous meeting. He attempted to positively affect their future writing by giving feedback to them. He used employed written feedback by using symbols in order to direct them to clearly identify what and where mistakes they made.

Moreover, the symbols were useful by providing them clear clues of their mistakes. He divided the mistakes and accordingly the symbols into three simple

categories, i.e. writing convention mistakes which were symbolized by short squares, vocabulary mistakes which were symbolized by medium-length squares and grammar mistakes which were symbolized by long squares. He put such symbols in the body of their writing. Moreover, he also gave oral feedback. Firstly, he categorized all of their mistakes. After that he listed some incorrect sentences as representatives of each category on the whiteboard and then discussed the sentence with them. In conclusion, in the first cycle the researcher combined both oral and written feedback. The following data show how he gave feedback to them in the first cycle.



Figure 4: The teacher gives feedback by drawing, illustrating, and explaining the writing correction symbols on the whiteboard

. . . He then drew three squares with different sizes. The shortest one was named punctuation, the medium one was named vocabulary, and the longest one was named grammar. While he wrote on the whiteboard, the students were still very noisy, busy with their seating. After conditioning the students, the researcher asked the students to check their works on the last meeting. . .

... They discussed it together. Referring to the students' writings the researcher asked the students, "*Tahu kesalahan kalian apa?*" (Do you know your mistakes?). "*Tahu salahnya apa yang dikasih tanda kotak-kotak?*", (Do you know the meaning of squares I put down?) he asked. A student answered, "*Tidak ada titik!*" (without fullstop!). The researcher responded, "*Ya diakhir kalimat tidak pakai titik, kemudian juga salah capitalization.*" (Yes, there is no full stop at the end of the sentence and the capitalization is incorrect as well). At that time there were still some male students who moved their seats. There were some who asked for permission to take their last writing paper in the class. Then, about 8 male students went back to the class. The researcher gave them three minutes to take it. While waiting for the students, the researcher explained the mistakes of their writing. He used mixed language, but dominantly in Bahasa Indonesia. The first, he explained about capitalization. He gave examples of it, such as for names. Then he continued, "*Sekarang the second, kotak vocabulary. Siapa yang ada kotak itu di pekerjaannya? Itu menunjukkan kalau ada kata yang salah. Misalnya misspelling, salah penggunaan kata dan salah bentuk pluralnya.*" (Now we discuss the second square, the vocabulary square. Who finds such squares in his or her writing? It shows that your word is incorrect, for example misspelling, incorrect words usage and pluralization.) He explained in Bahasa Indonesia in front of the class. Boys at the back were so noisy, but the researcher continued explaining. No longer after that, there was someone knocking at the door, looking for students namely Dian and Fahri. They then asked for permission to leave the class for a moment. Because the students were so noisy, the researcher used silent hand gesture to make them silent. It didn't work, thus he used verbal instruction to make them silent. Not long after that, Dian and Fahri came back to the class. He continued about the next box about vocabulary. He wrote a sentence on the whiteboard: He is football player origin Indonesia. He asked, "*Harusnya gimana? Mana yang salah?*" (What's wrong with this? How it should be?). Some students answered, "*Nggak ngerti!*" (We do not know!) and some said "Origin!" The researcher justified it, and asked them what the appropriate word was. Some students said, "From." While correcting the sentence on the whiteboard he responded by saying, "*Nah, kalau gini bagus kan.*" (It is better like this). He then drew three squares with different sizes. The shortest one was named punctuation, the medium one was named vocabulary, and the longest one was named grammar. While he wrote on the whiteboard, the students were still very noisy, busy with their seating. After conditioning the students, the researcher asked the students to check their works on the last meeting. They discussed it together. . . . (continued)

. . . Referring to the students' writings the researcher asked the students, "*Tahu kesalahan kalian apa?*" (Do you know your mistakes?). "*Tahu salahnya apa yang dikasih tanda kotak-kotak?*", (Do you know the meaning of squares I put down?) he asked. A student answered, "*Tidak ada titik!*" (without fullstop!). The researcher responded, "*Ya diakhir kalimat tidak pakai titik, kemudian juga salah capitalization.*" (Yes, there is no full stop at the end of the sentence and the capitalization is incorrect as well). At that time there were still some male students who moved their seats. "*Terus ada yang dapat kotak panjang nggak di pekerjaannya?*" (Then, who finds long squares in his or her writing?), said he. Unfortunately boys at the back began to make noise again, and the researcher approached them. A student said, "*Saya ada semua. Hehe..*" (I found so many). He then asked, "*kalau gini gimana to?*" (What does it mean?). The researcher came to the front of the class and explained the answer of the question. He wrote: He to beat all title with Barcelona FC and He to own piala AFF cup 2012. He asked, "*Salahnya apa? Siapa yang nulis 'to beat'?*" (What's wrong with it? Who wrote like this?). He then pointed a student at the back that made noise, asking whether he had written it or not. He was silent. The researcher then continued, "*Ini kalau lihat dikamus ada 'to', diilangin 'to'-nya.*" (If you find in the dictionary with 'to', just omit it). Students were quite noisy when he explained that, but he continued explaining. "*Jadi, harusnya gimana ini?*" (So, how to correct it?), he asked. The students randomly answered "*Beats! Owns!*". The researcher told them to check in the dictionary. He asked who didn't bring one. There were a number of students forgot bringing a dictionary, so that he reminded them to bring one on the next meeting. He continued explaining the last mistake that the students had in their writing, and that was grammar. He wrote a sentence on the whiteboard: He is play for Barcelona FC. He asked the students, "*Perhatikan, harusnya gimana?*" (Take a look at this? How it should be?). The students answered randomly, "*He plays!*" The he wrote another sentence: His children is Al, El and Dul. He asked to the whole class, "*Salahnya apa?*" (What's wrong with this?). There was a student namely Fircho. He was the noisiest student in the class. The researcher pointed him, asked him to write the correct answer in front of the class. He was reluctant at first, but he finally came in front of the class. He tried to write: child. He made it, but with some helps of his friends who spontaneously shouted the spelling. Meanwhile, the students at the back were so noisy, but the researcher did not pay attention to it. He continued by asking, "*Ada pertanyaan?*" (Do you have any question?). Next, he wrote another sentence on the whiteboard: He has got hair brown. "*Harusnya apa?*" (What is the correct one?). . . . (continued)

. . . The students replied, “Brown hair”. Referring to the sentence: She age 19 years old, he asked, “*Kalau* She age *ini*?” (How about this?). The students murmured. The researcher responded by saying, “She is 19 years old.” Ini yang terakhir, “Her father name is Roberto, *bagaimana seharusnya*?” (Her father name is Roberto, what’s wrong?). Some girls answered “Her father’s name!” The researcher replied while writing on the whiteboard, “*Ya*, her father’s name. *Kalau tempat lahir bagaimana? Misalnya di kalimat*: His place birth is Bandung.” (Yes, her father’s name. How about expressing place of birth? For example: His place birth is Bandung). The students didn’t know the answer, thus the researcher answered, “*Harusnya pakai ‘of’*. *Jadi*, ‘place of birth’. *Ada pertanyaan? Lalu kalimat-kalimat kalian yang saya garis bawah* *tu berarti salah total dan harus diganti*.” (It should use of, so it becomes ‘place of birth’. Any question? Then, the sentences which I underlined mean those are totally incorrect and considered to be revised) . . . (Field Notes 6, 21st)

After they had seen and listened to the teacher’s feedback, they revised their drafts. However, before they had the revision, he asked them to do the exercises in the LKS. The exercises were about the degree of comparison.

. . . After that, he ordered the students to open the LKS, “*Now, open your LKS! Buka LKS-nya. Ada yang nggak bawa LKS? Okay, read your LKS page fourteen*”. Suddenly there were students shouting, telling that two other students were conflicting each other. There were some others who played throwing things. The researcher, using hand gesture, asked them to keep silent, “*Ada apa ini? Silent please! Dibaca halaman 14 sekarang! (Read page 14!)*” A few minutes later, he told them to listen to him. He was going to explain the task in page 14, “*Degree of Comparison. Apa itu comparison?*” Only two or three students answered in murmur. “*Ya, perbandingan, membandingkan. Perhatikan, silent please! ‘Tall’ itu apa? Ya, tinggi. Lalu kalau lebih tinggi, ditambah –er, jadi ‘taller’ (Yes, perbandingan, Take a look here, silent please! Tall becomes taller.)*”, he explained. He then wrote other two sentences: ‘*Taylor is more beautiful than Sule*’ and ‘*Makmur is funnier than Sule*’. He put on marks on the ‘*more beautiful*’ and ‘*funnier*’. “*Ada nggak di LKS kalian? Terus gimana kok bisa ada yang ditambah ‘–er’ dan ‘more’?* (Do you find the word ‘more’ in the LKS? How about “more”?)” he asked. The students answered together, “*karena lebih! (Because of comparison!)*” “*Iya semua lebih, tapi kenapa? (All are comparisons, but why?)*”, he asked again. Some of the students said they didn’t know in Bahasa Indonesia. He explained that the sentences were different in syllables. “*Kalian tahu syllable? Suku kata? Kalau ‘tall’ ada berapa suku kata? (Do you know syllable? How many syllable is in the word ‘tall’?)*” he asked. The students answered together, “*Satu!*” . . . (continued)

. . . (One syllable!)” Some other students were noisy, not paying attention to the researcher. He continued, “*Kalau satu suku kata pakai ‘-er’, kalau dua atau lebih pakai ‘more’. Lalu kalau kata ‘funny’ kenapa pakai ‘-er’? Jadi rumusnya gini. Kata dengan dua suku kata yang pakai ‘-er’ adalah yang berakhiran huruf ‘y’*” (So the rules are, if a syllable we add ‘er’, if more than two we add more. However, the syllable with ending ‘y’ we add er.) After he discussed some rules related to degree of comparison in the LKS, he asked the students to do the tasks in the both in the LKS and the worksheet. The tasks were about the degree of comparison in the context of descriptive text. The task in the LKS was filling gaps and completing table based on the text. Meanwhile the task in the worksheet was arranging jumbled words and writing sentences based on the pictures. . . . (Field Notes 6, 21st February 2014)

The process of the project development was stopped when the bell rang telling that the lesson period was up. It was continued in the third meeting on Thursday, 23rd January 2014. In this occasion, he asked them to revise their drafts based on his feedback. By doing so, they had entered to the next step of the writing process which was editing. They edited the drafts individually to make their drafts as the final writing. Their process of composing their final writing is described in the following extract.

. . . “Now, save your book! *Simpan catatannya*. Now, prepare a paper, write your name, number, and your class. After you have learned to describe someone for a week, now time for you to practice, write a description about someone. Whoever. But now you should not discuss your writing with your friends. *Waktunya 30 menit* (the time is thirty minutes)”, he said. A student suddenly asked, “*Mister, orangnya siapa?*”. The researcher said, “*Terserah, boleh orang terkenal, boleh orang biasa. Any question? Kalau tidak, silakan dimulai. Jangan ada suara kecuali kalian menulis.* (You may start writing now. Keep silent, please)”. The researcher monitored the class. He walked along the aisles. The students were silent. After a few minutes, some students began to try to discuss, but the researcher soon forbade them from discussing. When the researcher was quite busy with his laptop, students began to be noisy. There were boys who threw a correction pen each other. . . (Field Notes 6, 23rd February 2014)

The next activity was to finalize the end products. He asked them to rewrite their final writing on a piece of thick folio-sized paper. Besides, he instructed them to stick some pictures or photographs and put any decoration on it in order to beautify it. To give them pictures of the end products, he showed them some examples of the end products. He repeated the instructions to make sure that they had understood the instructions so they did not forget to accomplish their project at home. It is illustrated in the extract of a field note below.

. . . “*Saya kasih waktu 3 hari untuk membuat poster. You have to make a poster berisi 2 gambar idola kalian. Dalam satu grup ada 4 orang, seperti yang kemarin grupnya. Ditulis di HVS. Isinya, gambarnya dan deskripsinya. Diprint. Kata-katanya ditulis tangan boleh, diprint boleh* (I give you three days to create your poster. The groups remained the same as yesterday’s groups. A group consists of four students. Put the pictures and the description on the folio paper. You may type it or use handwriting)”, he said. The students were so excited. The researcher made sure the instruction was understood by asking, “*Berarti dalam satu kelompok ada berapa orang?, membuat berapa poster? Berapa gambar?* (So, how many students are in a group? How many poster do you create? How many pictures?)” The students answered the question together. Then, the researcher gave 3 examples of finished posters. . . (Field Note 7, 23rd January 2014)

The finalization the project was accomplished at home and handed in to the teacher at the beginning of the next meeting due to the limited time. It made them accomplish the end products without his supervision. It was actually not in accordance with the plan. The further report about it was discussed in The Findings in Cycle One.

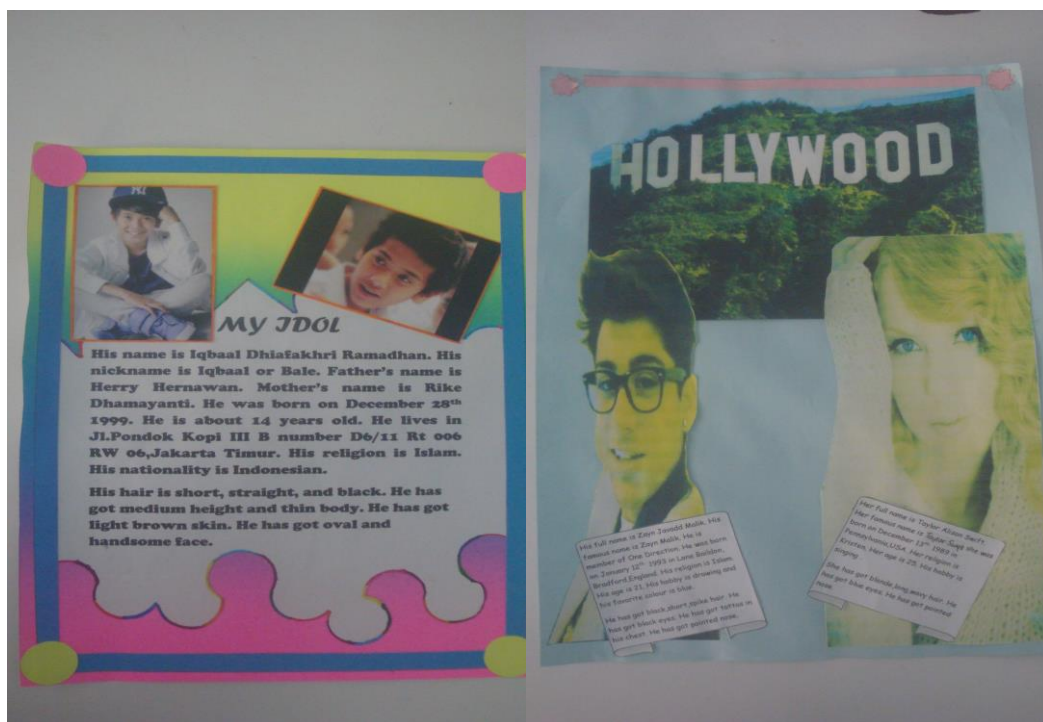


Figure 5: Samples of the students' end products of cycle one

5) Assess the Outcome

After the students have handed in their end products to the teacher, an assessment was conducted to measure their achievement. He assessed both their writing and end products. However, it excluded from the data of this research. The assessment was used to measure their academic achievement. Therefore, the results of the assessment were given to the English teacher. Furthermore, in this phase he evaluated their process during the project development and the quality of their end products.

6) Evaluate the Experiences

This was the last phase in which the teacher and the students reflected on the project and its development. They reflected their three-meeting project in the

first meeting of the second cycle. It was on Tuesday, 28th January 2014. He led the reflection by offering some questions to them such as “Did you like the project?”, “What were the difficulties in finalizing the project?” and so on.

. . . The bell rang, the researcher and the collaborator entered the class. The collaborator immediately sat at the back of the class. The researcher greeted the students and lead them a prayer. After that, he led a short discussion with the students about the previous project. The asked some questions related to it such as their feeling, difficulties and their opinions on it. . . . (Field Note 8, 28th January 2014)

Besides, he also made sure that they had been able to answer the essential question of the project. He did not do it verbally, but rather he deduced that the students had been able to answer the question by looking at their writing. Their writing indicated that they had improved their writing skills. However, they seemed to face some difficulties in describing people through a written text.

3. Observation

While the researcher acted as the teacher, the collaborator was sitting down on a chair at the back of the classroom. She carefully observed the teaching-learning process.

Firstly, they observed the activities during the project development. In general, the students were motivated to develop the project especially when they were having discussion in doing the exercises. Meanwhile their motivation when the finalizing of the end products was slightly unrecognizable since it was done at home. In addition, the activities facilitated them to understand the lesson more easily. Such conclusions were concluded from the students' different opinions on the interview about the activities in the first cycle.

- R : Anisa bagaimana kesanya setelah mengikuti pelajaran selama seminggu kemarin? (Anisa, how was the lesson during a week ago?)
 S : Ya...seneng..seneng..karena bantu belajar juga. (**It's pleasing and could help learning as well.**)
 R : Senengnya kenapa? (What's pleasing?)
 S : Ya seneng karena bisa meningkatkan, ya..yang dari yang tadinya gak tahu menjadi tahu. (It's pleasing because **it could improve my understanding from what I did not know before.**) (Interview Transcript 2, 23rd January 2014)

- R : Ikut pelajaranya Mr. Bay semua to? (You joined my class, didn't you?)
 S : Ya. (Yes, I did.)
 R : Pertanyaan pertama bagaimana menurut mas Fircoh pembelajaranya? Diajar Mr. Bay gimana? (My first question was **what do you think about the teaching and learning process? How was my teaching?**)
 S : Enak, enak. (**It was nice.**)
 R : Apanya yang enak? (What's nice)
 S : Karena menyenangkan. (**Because it's pleasing**) (Interview Transcript 3, 23rd January 2014)

Moreover, the media such as worksheets, pictures, biodatas, and presentation slides were interesting and made them easier to understand the material. Those statements are inferred from the following extract.

- R : Nah yang terakhir, tugas bikin poster kayak gitu bermanfaat tidak to berkaitan dengan pelajaran bahasa Inggris terutama menulis dalam bahasa Inggris? (Lastly, regarding the task to create poster, **did it help you learn English especially writing?**)
 S : Iya. (**Yes, It did.**) (Interview Transcript 2, 23rd January 2014)

Furthermore, the collaborator's opinion in the interview session also supports it.

- R : Kan saya kasih mereka PR cari biodata dan semua mengerjakan, cuma beberapa ada yang lupa dan tadi juga saya kasih tugas dan respon siswa bervariasi, ada yang semangat dan ada yang males-malesan. Itu kira-kira efektif tidak bu? (**I gave them homework to search pictures and biodatas and most of them had done it except a few of them and I also gave them some tasks and they responded differently. Was it effective?**)

C : Sepertinya efektif, jadi sebelum pertemuan hari ini, mereka kan sudah diminta untuk mencari biodata orang yang akan diseskripsikan, itu kan berkaitan dengan pembelajaran mereka dikelas, jadi sebelumnya mereka sudah siap, jadi tidak langsung dikelas disuruh mengerjakan ini dan itu, jadi dirumah mereka bisa belajar dulu, menurut saya itu efektif, karena itu akan membuat mereka penasaran dan akan terus belajar, yang penting menarik, dan kemarin anak-anak disuruh mencari gambar dan biodata diinternet itu menurut saya sudah cukup menarik. Dan buktinya tadi hampir semua mengerjakan. (It seemed effective since they had given task to search their idols' biodatas. That task was related to the lesson so it made them get readier to join the class. I think it was effective because **it made them curious and motivate them to learn more, most importantly it was interesting. They searched pictures and biodatas in the internet was quite interesting enough.** In fact, most of students done it) (Interview Transcript 1, 22nd January 2014)

Secondly, the group discussion during the development of the project enhanced their involvement. As illustrated by the following data, the intensive interaction among them gave them more opportunities to learn by sharing their knowledge one another and by asking further explanation to the teacher.



Figure 6: **The teacher walks around while the students are discussing**

While the students were working in groups, he monitored the class. He walked around helping them. Some students did not bring a dictionary, and they began to ask their friends about unknown words. Once, there was a male student asking the English word of leher. He directly asked the researcher, “*Mister, gulu itu apa?*” (What is the English for gulu-leher in Javanese?), but the researcher asked him to check in the dictionary. Few seconds later, he said, “*aku tahu! N-e-c-k*” (I know, n-e-c-k). The researcher praised him by saying, “*Nah, bener.*” (You are right). After most of the students finished their work, the researcher checked it by discussing it for the whole class. (Field Notes 5, 20th January 2014)

In addition, the series of activities during the project development gave the students more opportunities to practice writing. At least they had two chances to write a descriptive text i.e. writing the draft before the feedback given in the first meeting and revising the final writing after the feedback given in the third meeting. Moreover, there were a lot of opportunities in which the students practiced writing in the word, phrase and sentence level when doing the tasks in the LKS and in the worksheet. Further, composing a descriptive text to make a poster made them write purposefully and interestingly. The following data describe their writing activities during the first cycle.

He repeated and summarized the generic structure of descriptive text. After that he explained about the next task the students were going to do in Bahasa Indonesia. They were asked to work in groups but on an individual sheet. The task was writing a description about the famous people they had chosen on the last meeting. They were given time to do the task until the bell ringed. The researcher monitored the class to advice and give help. While the students were busy with their works in the few last minutes, the researcher prepared to leave the class waiting for the bell to ring. (Field Notes 5, 20th January 2014)

After he discussed some rules related to degree of comparison in the LKS, he asked the students to do the tasks in the both in the LKS and the worksheet. The tasks were about the degree of comparison in the context of descriptive text. The task in the LKS was filling gaps and completing table based on the text. Meanwhile the task in the worksheet was arranging jumbled words and writing sentences based on the pictures. The students had not finished yet, so he instructed to finish the task as homework and directly closed the class since the bell rang. (Field Notes 6, 21th January 2014)

He then greeted the students, The researcher greeted the students, and he asked them to sit in groups. “*Semua sudah pada kelompoknya? Perhatikan. Sekarang pegang pulpen dan buku dulu,*” (Has everyone joined with the group? Now, hold your pen and book first.) he said. He also reminded to always control their noise during the discussion, *Suaranya dijaga! Sudah siap semua? Kemarin kita sudah belajar tentang kesalahan-kesalahan kalian dalam penulisan, ada vocabulary, ada grammar dan juga aturan-aturan penulisanya. Iya kan?*” (Please control your noise level! Ready? Last meeting we had discussed your mistakes including vocabulary, grammar and writing conventions, hadn’t we?) The students answered together, “Yes.” the researcher then explained that he would ask them to revise their writing. He asked, “How many mistakes do you know? Punctuation, vocabulary, and grammar. *Sudah tahu semuanya? Oke, saya kasih waktu 20 menit, dibenarkan pekerjaannya. Kerjakan di buku tulis. Yang kemarin belum nulis, ditulis lagi. 20 menit ya! Silakan! Boleh diskusi.*” (Do you get it? Okay, now I give you twenty minutes to revise your writing. Write it in your note book and for those who had not written yesterday please write again. You may discuss with your friends). The researcher then monitored the students. Occasionally, some students called the teacher and asked questions. Sometime, the teacher himself asked to the students during their discussion to engage students into the discussion. (Field Notes 7, 23th January 2014)

The last, the implementation of PBL in the first cycle proposed series of activities which the students went through during the lesson. In the beginning of the first meeting, he grouped the class into eight groups and then asked them to decide who famous person they idolized most was. Next, he explained to the students about what they should do and how they should do for the project. After that, they discussed some exercises in the worksheets and in the *LKS*. It aimed to give them scaffolding before having a writing practice. Moreover, the exercises rehearsed and strengthened their understanding of the lesson. In the next meeting, he asked them to cooperate within the group to compose drafts of the descriptive texts. Each student wrote by her or himself but they were allowed to discuss within the members of group. Further, he always walked around the class to

supervise, motivate them in writing, stimulate them in generating ideas and check their writing. After that he gave them feedback. It was done in the second meeting of the first cycle. After they noticed their mistakes from the feedback, they revised their writing. They revised it in the last meeting as the final version of their writing. Finally, they finalized the project by creating a poster. The series of activities explained above made the activities in the classroom which were usually monotonous became more varied. The collaborator's opinion in the interview was similar to the statement.

- R : Itu dari manajemen kelas, dari segi pembelajaranya bagaimana? (What's your opinion about the materials)
- C : Kalau materi sudah sangat bervariasi, *taks* juga sudah banyak, tidak monoton, kalau dalam penguasaan materi mungkin anda perlu lebih mempersiapkan seperti mengecek *pronunciation* dan *spelling*. (**The materials were varied and the tasks were many and not monotonous.** However, relating to the mastery of the materials, you are better to prepare well like checking the pronunciation and spelling.) (Interview Transcript 6, 3rd February 2014)

Actually, the action in the first cycle had been implemented properly as it was planned, however, the implementation of PBL in this cycle was hindered by inadequacy. In some occasions, the implementation of PBL did not work well due to some reasons. The first and the most obvious problem were the students, especially the male students sitting at the back corner of the classroom, who tended to be troublemakers in their group and in the classroom. They often chitchatted, annoyed other students, walked around during the lesson and did other distracting conducts as described in the following extracts of the field notes. The worst, there was conflict between two students which eventually led them to deal with the counselling teacher.

... Three male students sitting at the back were noisy, and the researcher pointed them with a wooden ruler to answer the question given. They then paid attention to the lesson again. He then continued by giving examples of what is included in identification, and what is included in the description. He gave students an opportunity to ask questions by asking, "*Ada pertanyaan? Any question?*" No one answered, but they began to be noisy.... (Field Notes 5,

... there was a student namely Fircho. He was the noisiest student in the class. The researcher pointed him, asked him to write the correct answer in front of the class. He was reluctant at first, but he finally came in front of the class.... (Field Notes 6, 21st February 2014)

...The bell rang signaling the shift of the next period, the students became so noisy. After that, he ordered the students to open the LKS, "Now, open your LKS! *Buka LKS-nya. Ada yang nggak bawa LKS?* (Who does not bring the LKS?) Okay, read your LKS page fourteen". Suddenly there were students shouted, telling that two other students were conflicting each other. There were some others who played throwing things. The researcher, using hand gesture, asked them to keep silent, "*Ada apa ini? (What's going on?) Silent please! Dibaca halaman 14 sekarang! (Please read page fourteen now!)*" ... (Field Notes 6, 20th February 2014)

... there were some students who were so noisy and there was a student who walked along the aisle. The researcher reminded them that their work will be scored. A male student suddenly shouted, asking the researcher, "*aku ning sobekan yo?*" ('May I do it on a piece of paper?' in Javanese). The researcher simply answered 'Yes'. After about five minutes left, there were some students who had finished and began to make noises. They talked to each other. The researcher then sat beside a student, Fircho, who were so busy talking with his friend. Actually hadn't done the task at all.... (Field Notes 7, 23rd February 2014)

The problems were also admitted by the collaborator when she commented on the classroom management as inferred from the extract below.

- R : Terus dari pengamatan anda, apa yang perlu dibenahi dari cara mengajar guru? (Based on your observation, what's the weakness of the teacher?)
 C : Mungkin yang perlu diperbaiki adalah manajemen kelas.
 (Maybe you need to improve your classroom management.)
 R : Contohnya bagaimana? (Could you illustrate?)

C : Misalkan kalau selama ini banyak anak yang ramai dan tidak memperhatikan, mungkin bisa lebih diperhatikan tempat duduk anak. Mungkin bisa di *role* atau ditukar tempat, karena mereka itu terlalu asik dengan teman sebangku dan bahkan yang *cowok* itu main lempar-lemparan dikelas dan anda kurang memperhatikan itu. Apalagi ketika di laboratorium. Terus, untuk masalah motivasi mereka, saya lihat mereka sudah makin *involve* dalam kelas. Terutama kalau anda pakai media yang menarik seperti gambar-gambar dan juga mereka juga harus diberi tugas yang membuat mereka sibuk, jadi pas lagi *workgroup* itu pastikan semua anak bekerja. Jadi cuma satu yang kerja dan yang lain ramai. Dan tolong anak yang ramai itu lebih diperhatikan dan lebih tegas, apalagi yang biang onar. (For example, **there were many noisy students and did not pay attention**, you may move their seats. **Since they were so busy chitchatting with the tablemates and even throwing something and you did not take care of them, especially when they were in the laboratory.** In term of motivation, they seemed to be more involved in the lesson, especially when you were using pictures. And then **make sure that you give them sufficient tasks to make them busy with and to make sure that all members were working within the group during the workgroup so do not let only a few who did the discussion and the rest did not.** The last, **please be more determined and tough especially towards the troublemakers.**) (Interview Transcript 5, 3rd February 2014)

Secondly, it was still related to the classroom management which was time management. Very often the time which had been allocated for each activity was lengthened. It obliged the teacher to spend more time to finish the activity even after the bell had rung. It is shown by some extracts below.

. . . While the students were busy with their works, the bell rang. Suddenly, the researcher prepared to leave the class while waiting for the students to finish the task. Few minute after the bell rang, the students started handing in their writing to the teacher. Finally, he researcher closed the lesson few minutes late and left the class followed by the collaborator. . . (Field Notes 5, 20th January 2014)

. . . The bell rang whereas the students had not finished yet, so he instructed to take the task as homework and directly closed the class. He commanded students to come out from the Language Laboratory one by one. . . . (Field Notes 6, 21st January 2014)

The activities of the PBL which spent more time than they had planned made him ask them to finalize the end products at home. At the end of the last meeting, he asked them to finish the project at home. Therefore, in the next meeting or the first meeting of the second cycle, they handed in their end products. On account of this, he and the collaborator then discussed to identify the causes. They identified that the first cause was that they needed longer time to do every activity than it was assumed. For example, the group discussions in doing exercises and in composing texts spent more time than they had been planned. Moreover, he could not immediately stop them because he should make sure that they had finished the tasks. Furthermore, they agreed that another cause of the problem was some students' conducts which distracted the other students and made him paid more attention to them and spent time to discipline them. The extracts below describe the circumstance in which he disciplined them however this situation actually occurred more frequently during the teaching-learning process.

. . . Three male students sitting at the back were noisy, and the researcher pointed them with a wooden ruler to answer the question given. . . . (Field Notes 5, 20th February 2014)

. . . There was a student namely Fircho. He was the noisiest student in the class. The researcher pointed him, asked him to write the correct answer in front of the class. He was reluctant at first, but he finally came in front of the class. . . (Field Notes 6, 21st February 2014)

For this reason, then he decided to meet the English teacher to have a discussion. In fact, the teacher told him a similar statement about it. She said that there was Miss Hastuti, the Biology teacher who taught subsequently after the

English class criticized her about it as shown in the following extract of the interview transcript.

- R : Suara anak-anak itu apa terdengar keras ya bu? (Did the students' noise sound so noisy?)
 ET : Ya bisa dikatakan iya. (I'm afraid, yes it did.)
 R : Nanti takutnya dikira itu, belajar apa itu *kok* suaranya *kayak* begitu. (I'm afraid that others misunderstood and thought that the students' noise level was over.)
 ET : O tidak, *nggak* masalah. Cuma itu, Bu Hastuti bilang, "Bu *kok* jamnya agak *molor* ya." Itu sebenarnya cuma masalah manajemen. Anda sudah bagus, yang perlu ditingkatkan dari dulu ya manajemen, manajemen, manajemen. (That's no problem. **However, Bu Hastuti asked me, "Why was the class late to finish?" I think you are good, however you need to improve your management.**) (Interview Transcript 7, 28th January 2014)

The problem related to the time management above caused other problem which was the lateness of the project finalization. A three-meeting lesson did not allow them to finalize the project in the classroom, so he asked them to finalize the end products at home. It made him unable to supervise them in finishing the end products. Moreover, the collaborator also had the same voice about it as shown by the following extract.

- R : Poin terakhir, kalau anda refleksikan dari tugas proyek kemarin, saran anda untuk *cycle* berikutnya harus bagaimana? (The last question, what can we reflect about the last project and what to do in the next project?)
 C : Kedisiplinan siswa, lalu pastikan setiap anak bekerja, kan mereka diberi tugas dirumah berkelompok, bagaimana anda tau kalau mereka itu benar-benar bekerja, masing-masing itu bekerja. Mungkin itu. (The first was the discipline among the students, secondly **make sure that all of them do the project since they were working together at home, how could you know that all students contribute to do the project?** That's.) (Interview transcript 6, 3rd February 2014)

Secondly, they observed impacts of the feedback to their writing skills. The feedback from the teacher was given after they had written their drafts of

descriptive texts about their idol. He attempted to positively affect their future writing by giving feedback to them.

He used symbols to give the written feedback in order to direct them to clearly identify what and where mistakes they made. The symbols were useful by providing them clear clues to correct the mistakes. In the first cycle he combined both oral and written feedback.

- R : Terus yang kedua, apakah menurutmu pembelajaran kemarin mempengaruhi kemampuan menulis Fircoh? (Secondly, **Did the last lesson help you to improve your writing skill?**)
- S : Ya. (**Yes, it did.**)
- R : Memang apa yang sudah kamu pelajari? (What did you learn?)
- S : Mendeskripsikan idola. (Describing idols)
- R : Setelah mengikuti pelajaran ini, apakah menulis dalam bahasa Inggris itu masih sulit? (**After the lesson, do you still find that English is difficulty**)
- S : Tidak. (**No, it is not**) (Interview Transcript 3, 23rd January 2014)

- R : Apakah pembelajaran kemarin itu meningkatkan kemampuan menulis mbak Afni? (**Did the last lesson help you to improve your writing skill?**)
- S : Belum seratus persen. (**Yes, it did.** But not a hundred percent.)
- R : Apa sih yang masih sulit? (What was considered difficult?)
- S : Penyusunanya. (Text organization) (Interview Transcript 4, 23rd January 2014)

- R : Terus menurut Anisa pembelajaran kemarin meningkatkan kemampuan menulis Anisa tidak? (Then, **do you think that the last lesson improved your writing?**)
- S : Menurut saya iya. (**I think it did.**) (Interview Transcript 2, 23rd January 2014)

As inferred from the data above, the action raised their understanding of the writing aspects such as vocabulary, grammar, mechanics and text organization. The first, it could be shown from the result of their writing. Most of

them did not do the same mistakes as they did previously although a few of them did.

Lastly, they also put a careful attention to observe the use of the teaching aids. He used various teaching aids in order to facilitate the students to understand language meanings and constructions, raise their motivation and vary the materials. He employed several teaching aids during the teaching-learning process. There were a LCD projector to project the pictures and biodatas of famous people, pieces of useful information about the lesson and examples of descriptive texts.



Figure 7: A student works with the worksheet provided by the teacher

Those teaching aids were used in the phase of Start with the Essential Question and Monitor the Students and the Progress of the Project as the language input. In addition, he also took advantage of the famous persons' pictures and biodatas that the students themselves brought. Moreover, he employed the tasks in

the LKS as well as in the worksheets to enrich the exercises. The tasks in the LKS were about the degree of comparison, whereas the worksheets were about exercises on articles, noun phrases, and agreements. Those exercises were given since they were important language features in the descriptive text.

The media elevated their motivation and facilitated them to understand language meanings and constructions. Further, the teaching aids believed to make them learn writing subconsciously as inferred from the following data.

R : Kemudian berkenaan dengan teknik mengajar guru, mungkin ada saran atau tambahan untuk berbaikan di cycle dua? (After that, related to the teacher's teaching techniques? **Is there any comment or suggestion for the second cycle?**)

C : Kalau media anak nampaknya sudah cukup senang, tapi kalau bisa bawa lebih misalkan realia mungkin akan lebih bagus. Tapi kemarin sudah sangat cukup kok dengan gambar artis-artis terkenal. Untuk teknik mengajar, lebih difokuskan apa masalah yang ada di cycle satu. Terus, harusnya ada tugas yang membuat students digrup bisa bekerja semua (**Regarding the media, they seemed to motivate students.** However, if you could bring more media such as replicas it would be better. Anyway, yesterday was good by employing actresses' pictures. Regarding the teaching technique, you must give more focus on what problems occurred in the previous cycle. In addition, try to provide more tasks during the group works to make all members work.) (Interview Transcript 5, 3rd February 2014)

R : Penyusunanya belum bisa ya? Terus, suka tidak dengan cara mengajar Mr. Bay? (So, the text organization was still difficult for you? **And the do you like Mr Bay's teaching?**)

S : Suka. Lebih seru. Menjelaskan lebih gampang *nyantel*. (**I liked it, it's cool. It made me easier to understand.**)

R : Paham dengan yang diajarkan Mr. Bay? (**Did you understand with what Mr Bay taught?**)

S : Banyak pahamnya. (**Yes, I understood almost all.**) (Interview Transcript 4, 3rd February 2014)

As the data above described, the action to employ several teaching aids during the implementation of PBL was implemented as it was planned. However, a problem occurred when he conducted the teaching-learning process in the language laboratory. Actually, the first meeting was done at the classroom. However, it was less controlled and so noisy therefore he decided to conduct the next meeting in the language laboratory.



Figure 8: The seat arrangement and the shape of the seat impede the students to have discussion in groups of four

It was expected to give a better atmosphere during the lesson and reduce their noise. Nevertheless, each table in the laboratory had a partition of glass which blocked them to have discussion. Furthermore, the seat arrangement could not be moved or modified so the group discussion could not run well.

4. Reflection

The next stage in this research after implementing the action was reflection. The reflection aimed to evaluate the action in order to decide whether the research needed to be re-implemented in the next cycle with some modifications or not. It also aimed to fulfil the democratic and dialogic validity as mentioned in Chapter III. He discussed with the collaborator first and secondly with the English teacher. They analyzed the data from the observations and the interview transcripts to evaluate the first cycle. Everyone was free to express their opinions, feelings and suggestions related to the action. Overall, the implementation of PBL could be considered successful from the viewpoint of the researcher himself, the English teacher, collaborator and the students. This conclusion can be inferred from the following data.

- R : ... Merujuk pada hasil tes, apakah kemampuan menulis siswa itu meningkat, dan seberapa besar peningkatannya? (...considering the last test, **was the students' writing skill improved? And how much was the improvement?**)
- C : Kalau dari apa yang saya lihat, kemampuan menulis mereka memang meningkat, terutama dalam kuantitasnya. Ketika saya nilai kemarin, kalau pada nulis dua paragraf dan tiap paragraph ada enam *sentences*, untuk ukuran anak SMP kelas satu itu sudah sangat cukup. Yang kurang itu *grammar* dan *punctuation*. Yang parah itu *grammarnya*. Mungkin mereka butuh semacam *drills* yang mengajarkan grammar. Kalau besaran peningkatan kalau dari belum bisa menjadi langsung bagus banget itu mungkin sulit, karena memang butuh proses. Tapi sejauh ini, kalau ada peningkatan 22 persen sepertinya itu sudah *sedenganlah*. (As far as I concerned, **their writing had improved, especially its quantity. When I scored them, they could write two paragraphs and about six sentences in each, that were more that expected from SMP students.** The problems remain grammar and punctuation. The worst was their grammar. And about how much their improvement was, the improvement cannot be spontaneous since it needed process. **However, 22 percent of the improvement was fair.**) (Interview Transcript 5, 3rd February 2014)

ET : Dalam sebuah *treatment* itu sudah dikatakan berhasil meskipun tidak begitu signifikan. Tapi itu sudah bagus karena *treatment* menang tidak harus signifikan yang penting membawa perubahan, itu yang pertama. (The first point, **in a treatment, it was considered successful although not significantly. Anyway it was good since a treatment must not be always good, the important thing was bringing improvement.**) (Interview Transcript 6, 28rd February 2014)

R : Terus yang kedua, apakah menurutmu pembelajaran kemarin mempengaruhi kemampuan menulis Fircoh? (The next question for Fircoh, **did the lesson improve your writing?**)
S : Ya. (**Yes, it did.**) (Interview Transcript 3, 28rd February 2014)

R : Terus menurut Anisa pembelajaran kemarin meningkatkan kemampuan menulis Anisa tidak? (Anisa, **do you think that the last lesson improved your writing skill?**)
S : Menurut saya iya (**In my opinion, yes it did.**) (Interview Transcript 2, 28rd February 2014)

The first action to reflect was the activities of PBL. During three meetings of the first cycle, the researcher gave the students project namely “Our Idol’s Poster”. This project required them to go through several activities to develop the project and finally create end products. Firstly, the most obvious improvement was their attitude towards English learning, motivation, interaction and involvement during the teaching-learning process. However, it worked with some problems occurring. The activities especially the group discussion could not be managed well. There were some students, especially male students sitting at back of the classroom, who did not participate attentively. They were noisy, chitchatting one another and busy with other things beyond the discussion. It made him do more efforts and spend more time to discipline them. For instance, he must gesture or utter to remind them or point the noisy students to answer questions. In addition, the timing planned was not implemented precisely. The

activities spent more time than they had been planned. Consequently, they could not create the end product in the classroom and therefore did it at home as homework. For this reason he could not supervise them. In result, some students could not finish the project on time. It was due to some unsolved problems they faced during the project accomplishment such as the distance of the houses among members of the group.

The activities during the project development were believed to facilitate them in understanding the language meanings and constructions taught by the teacher. It was because they got much time to practice writing. Moreover, it gave them more opportunities to discuss with their partners in the group discussion. Moreover, they got many opportunities to ask the teacher during the project development.

Further reflection, even though some students remained making mistakes in their writing in terms of grammar, vocabulary, text organization and mechanics, their number had decreased and therefore their writing improved. Their final writing in the first cycle reflected that they could compose better descriptive texts. Certainly, it was merely caused by the activities in the project development, but rather the feedback and the teaching aids also contributed to it as discussed in the following paragraphs.

After seeing their final version of writing, he concluded that they generally could avoid the mistakes that they made in writing the drafts. The feedback from him was combination between written and oral feedback. The first, their writing was corrected by putting symbols in it. Then, he explained the meanings of the

codes and illustrated some samples of incorrect sentences. It made them more aware of their own mistakes and the other students' mistakes. There were only a few of them who redid their mistakes in the final writing as they did in writing the draft.

Last but not the least, the teaching aids employed by him supportively accompanied the implementation of PBL. It could facilitate them to understand the language input more easily. Further, it raised their motivation and involvement. In addition, the teaching aids could vary the materials during the teaching-learning process. Several examples of the texts and the pictures of famous people and the presentation slides projected through the LCD projector provided them with more language input. Moreover, the pictures and biographies that the students had prepared from home gave them more language input in the classroom and made them more curious in doing the project. It improved the teaching-learning process in which previously they only got the language input from the *LKS* and the teacher's explanations. The worksheet made the tasks more varied and interesting since there were full of pictures in it. Therefore, the tasks and materials in the teaching-learning process did not merely rely on the *LKS*. The only problem occurred related to this was the utilization of the language laboratory. It was expected to give a better learning atmosphere but the result was on the contrary, it impeded them to have a group discussion due to the seat arrangement and shape of the tables.

5. Findings of Cycle One

After having the reflection, the researcher and the collaborator deduced findings of cycle one. The findings are categorized into two categories, i.e. the successful and unsuccessful actions. The findings as well as the recommendations for the next cycle are figured in the following table.

Table 7: **The Findings in Cycle One**

No	Actions	Reflections		
		Findings		Recommendations for Cycle Two
		Successful	Unsuccessful	
1.	Providing various activities	<ul style="list-style-type: none"> • It facilitated the students to learn and understand the lesson more easily • It enhanced students' motivation and involvement • It gave the students more opportunities to practice writing • It made the students' attitude towards writing and writing class more positive • It improved the students' writing skills 	<ul style="list-style-type: none"> • There were some students who tended to be trouble makers in the classroom and impeded the teaching-learning process • There were some students who were busy with other activities beyond the discussion. • The lesson spent more time than it had been allocated • Two groups were unable to finish the project on time since they faced problems in finalizing it at home. 	<ul style="list-style-type: none"> • Undertaking more determined ways to discipline the students in the classroom • Displacing the students' seats • Giving more tasks to the students during the discussion • Having the grouping done by the teacher • Adding one more meeting in the next cycle

			<ul style="list-style-type: none"> • The students' noise during the group discussion was very loud 	
2.	Providing feedback for the students	<ul style="list-style-type: none"> • It made the students recognize their own and their friends' mistakes 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • The action should be continued in the next cycle.
3.	Employing various media	<ul style="list-style-type: none"> • The media elevated the students' motivation • The media facilitated the students to understand the language meaning and construction more easily. • The media made the students learn and practice writing subconsciously. 	<ul style="list-style-type: none"> • There were some students, the troublemakers, who did not finish and did not hand in the tasks • The table in the laboratory had a partition of glass which blocked students to have discussion. • Seat arrangement was unable to be modified especially to have a discussion in a group of four. 	<ul style="list-style-type: none"> • Providing more tasks and activities for the students to do • Giving more attention to the troublemakers during the teaching-learning process • Reusing VII F classroom

C. The Report of Cycle Two

1. Planning

The researcher and the collaborators considered that the first cycle ran as it had been planned and brought improvements to the teaching-learning process and

to the students' writing skills. However, it left some problems which impeded the goal of this research. They supposed that if the problems could be omitted, the improvements would be maximal. Therefore, the next cycle was necessary to be undertaken as a follow-up to the previous cycle.

The meetings in cycle two were planned to be conducted on January 28th and 30th, and February 3rd and 4th 2014. The action in the cycle was based on the reflection on the previous cycle. In the second cycle the researcher made efforts to solve the problems by planning further action in order to enhance the improvements. Standard of Competency and Basic Competency of the writing skills of the seventh grade remained the same in this cycle. However, the topic was changed and the scope of materials was broadened. The topic was about describing rooms. He composed the materials and activities related to the topic. The implementation was focused on solving the problems which occurred in the first cycle.

Table 9: Actions of PBL implementation and Improvements to Achieve

No	Problems	Solutions
1.	<p>Activities during the project development</p> <ul style="list-style-type: none"> • There were some students who tended to be troublemakers in the classroom and impeded the teaching-learning process. • There were some students who were busy with other activities beyond the discussion. • The lesson took more time than it had been allocated. • Two groups were unable to finish the project on time since they faced problems in accomplishing it their home. • The students' noise during the discussion was very loud. 	<ul style="list-style-type: none"> • Undertaking more determined ways to discipline them in the classroom. • Displacing the students' seats. • Giving more tasks to do during the discussion. • Having the students' grouping done by the teacher. • Adding one more meeting.

2.	Giving feedback <ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
3.	Using instructional media <ul style="list-style-type: none"> • There were some students, the troublemakers, who did not finish and hand in the tasks to the teacher. • The table in the laboratory had a partition of glass which blocked the students to have discussion. • Seat arrangement in the language laboratory could not be modified especially to have a discussion in a group of four. 	<ul style="list-style-type: none"> • Providing more tasks and activities for the students to do. • Giving more attention to the troublemakers during the teaching-learning process. • Reusing VII F classroom.

The implementation of PBL aimed to improve the students' writing skills by providing interesting activities in the form of creating end products during the teaching-learning process and providing more opportunities for them to practice writing. In this cycle, the researcher tried to make more motivating project. They were asked to create a model of a room including things inside it such as housewares and furniture. It was expected to be more motivating and therefore it could enhance their motivation and involvement. Moreover, it had more complexity than that of the previous cycle. It required them to be more creative and cooperative within the group. During its development, they were expected to have more opportunities to learn language meanings and constructions.

During the teaching-learning process in the first cycle, there were several problems occurring. The most obvious problem during the teaching-learning process was the troublemakers who made the class noisy and disturbed the other students. Secondly, during the group discussions, there were some students who did not discuss and did other things beyond the topic. The third, the students' noise

during the group work and the discussion was too loud. To solve these problems, he displaced their seats so the troublemakers would not be united in a group. They were displaced by randomly grouping them. Moreover, he prepared more tasks and activities during the group discussion so that they could spend their time in discussion more efficiently.

Other problems were about the technical problems in planning the time allocation. In the first cycle, the classroom and time management did not work well so the project development took more time than it had been allocated and consequently they brought the project home. As a result, he could not supervise them in finalizing the project. Moreover, there were some groups failed to finish the project on time due to the distance among the students' houses. Therefore, the implementation of PBL was planned more thoroughly. In addition, he added one meeting more to implement PBL and therefore the second cycle was implemented in four meetings.

The project was named "Our Room". It was implemented in a series of activities directing them to create end products. It required them to work in groups of four to create a model of a room including things inside it such as the furniture and housewares. The series of the steps to develop the project were sequentially introducing the project, introducing the important vocabulary which was the names of things commonly found at home and prepositions through flash cards, doing exercises in the worksheet, creating the models from pieces of Styrofoam, arranging the models into the box based on a defined text, and finally exhibiting them before the class.

The exercises rehearsed the students' linguistic aspects which were emphasized in the mastery of vocabulary about housewares and prepositions. It was expected to strengthen their understanding of the previous materials and improve their vocabulary and grammar mastery. The activities during the development of the project were expected to be able to raise their motivation, enhance their understanding of the language meanings and rules and eventually improve their writing skills. Moreover, in between the stages of creating the models and arranging them into the box, the researcher inserted a free writing practice activity. In groups, they were asked to compose a draft of a descriptive text. After that, he gave them feedback and then they individually revised the drafts into final writing.

In the previous cycle, the feedback from him was considered successful. Most of them could take advantage from his feedback. It was proved by the result of their final writing in the posters. Most of them did not make the same mistakes as they did previously. Although there were a few of them who made the mistakes again, however, the number was small. The same kind of feedback was given in this cycle. The feedback was given after they had written their drafts of descriptive texts about a particular room in the house. He combined both oral and written feedback as it was in the previous cycle. Since the materials in this cycle had more complex linguistic features, therefore this action tried to improve as well as to strengthen their understanding of English vocabulary, grammatical rules, text organization and mechanics.

The previous cycle was done in the language laboratory, however, the whole meetings in this cycle were planned to be done at the classroom since there were some obstacles found in the language laboratory. Furthermore, the teaching aids such as the pictures, worksheets, *LKS* and LCD projector were reused. Moreover, there were some additions, i.e. flash cards and models of housewares and furniture. The flash cards were expected to improve the students' vocabulary mastery. The worksheets were expected to strengthen their understanding through exercises on vocabulary and grammar. The models of housewares in which they themselves created them were expected to help them learn vocabulary and grammar more interestingly and without the reliance on memorization. Besides, those all were used in order that they could enhance their motivation. The motivation enhancement during the teaching-learning process was expected to positively encourage them to learn more about the language meanings and constructions and eventually it could improve their writing skills.

2. Action

The second cycle was held in four meetings. The meetings were on January 28th and 30th and February 3rd and 4th 2014. Since the beginning of the meeting the researcher as the teacher introduced the project and directed the students to finish end products at the end of the second cycle. In order to enhance the reliability of the research, there was the collaborator in the classroom who observed the teaching-learning process. She filled in the observation checklists, took notes to make field notes and occasionally photographed. The actions were noted down in the field notes meanwhile the summary is presented below.

1) Start with the Essential Question

The first step and second step were conducted on January 28th 2014 at class VII F. In this phase, the researcher started the teaching-learning process by offering the students an essential question which gave them the images of what the goals to achieve during the project development were. At first, he grouped them into eight groups; each group consisted of four students. Unlike the previous cycle, in the second cycle they were grouped randomly so they had no choice about individuals as partners. The grouping is narrated below.

. . . The collaborator immediately sat at the back of the class. The researcher greeted the students and lead them a prayer. *“Oke, sudah siap semua? Sekarang kita belajar ‘counting’. Menghitung. Yang cewek, saya yang tunjuk, bilang ‘one, two, three’ dan seterusnya ya.”* (Okay, everyone is ready? Now, let’s count. The girl whom I appoint says one, two, three and so on.) He then began to count every girl. After that, he continued with the boys. He did the same technique. He wanted to divide the students into 8 groups, thus he got 4 to 5 members of each group, since there were 34 students in the class. *“Ingat semua kan nomornya? Okey, sekarang kalian semua berdiri, keluar dari bangku kalian, berdiri di samping meja. Siapa yang dapat nomor satu? oke, pindah kesini (showing the seats for the members of group 1). Yang dapat nomor dua? Disini (showing the seats)”*, (Remember your number. Now stand up and be off from your table. Who are number one? You move there. Number two over there (showing the seats), and so on). . . . (Field Note, 28th January 2014)

In this cycle, the question upon which they developed the project was “How to describe your room at your house through a written text?” To answer the question, they were required to be familiar with adjectives, prepositions and vocabularies related to a house. Moreover, it was more complicated so that they were required to work more cooperatively within groups and employ their creativity in developing it. Besides, at the beginning of the lesson there were some questions aimed to activate their background knowledge. In addition, he

distributed pieces of papers to each group containing some pictures and examples of descriptive texts. It is narrated in the following extract.

After all students were seated, he asked the students some questions related to the topic. The topic today was about describing room. He asked them, “what are rooms in your house?” Some students answered in Bahasa Indonesia and others answered in English. After discussing it, he asked again, “How do you describe your bedroom?” The classroom became rather noisy because of the discussion. They spent for about five minutes to discuss. And then he informed the project to the students. He told what and how in creating the project. The students seemed to understand and did not ask any question about the project. (Field Note 5, 20th January 2014)

2) Design a Plan for the Project

In this stage, he explained the rules of the project development, the activities leading to the answer of the essential question, its rules, the materials, the tools used and the possible sources to access. It was namely “Our Room”. In this project, the teacher asked each groups to bring to the classroom useful tools such as cutters, a container of glue and markers whereas he promised to bring the materials in creating the models which were pieces of Styrofoam. The series of activities to develop it were successively introducing the project, introducing the important vocabularies which were the names of things found at home and prepositions through flash cards, doing exercises on vocabulary and grammatical rules, creating the models from pieces of Styrofoam, arranging the models into a box based on a defined text and finally exhibiting the end products before the class.

3) Create a Schedule

In this stage, the teacher and the students discussed about the deadline to end the project development. He said to them that the project was divided into two

steps. The first step was creating the models from pieces of Styrofoam. He informed that they would do it in the next meeting. The second step was arranging the models into a box. They must do it in the fourth meeting or on February 4th 2014. He also reminded them that they should develop the end products in the classroom and directly hand in them on that day.

4) Monitor the Students and the Progress of the Project

It was the most important stage in which the project development took place. It was carried out in four meetings. The first meeting was on January 28th 2014. After introducing the project, he moved on the next activity of the project development. It was introducing the vocabulary about things at home. He distributed worksheets for every student containing some pictures such as

. . . After that, he distributed worksheets, each group got three pages. Their next task was to find the names of pictures of the things in the worksheet, both in Bahasa Indonesia and in English. He repeated the instruction twice. Suddenly some boys asked for permission to go out of the class. The students then started doing the task. They began to open dictionary and discuss within the groups. Some students also asked the teacher about the words they didn't know. . . (Field Note 5, 20th January 2014)

Then, he asked them to discuss in their group to find the Indonesian equivalent words of each picture in the flash cards. Next, they presented the result of their discussion to the class by writing it down on the whiteboard.

After the discussion about nouns had finished, he connected it with grammatical exercises. After knowing useful words, they were asked to use the words to make meaningful sentences. In the exercise, they discussed the use of articles, auxiliary verbs and pluralization.

And then he moved to the next discussion. He distributed a set of flash cards containing prepositions. They were asked to look for the meanings using pictures in it as clues. The activities above are illustrated in the following extracts.

. . . The researcher gave the instruction of the next task on the worksheet, “*perhatikan. Lihat gambar ini, untuk 4 orang. Diskusikan. Kalau bendanya Cuma satu, dibuat narasinya begini: ‘there is a table’* –while writing on the whiteboard- (Take a look at this picture, this picture is for four students. Discuss with your friend. Make sentences). *Kalau banyak, misalnya ‘there are two tables’* -writing on the whiteboard-. *Jadi, kalau cuma satu, pakainya ‘is’ dan ada ‘a’. kalau bendanya dua atau lebih, pakai ‘are’ dan ada ‘s’* (So, singular subject, it is preceded by ‘a’ and followed ‘is’. If it is plural, put ‘s’ and ‘are’)” Students began to work in groups, and the researcher monitored the class. The students worked seriously. During the group work, the students often asked the researcher to help them finished it. When the students didn’t know some words, he told them to open their dictionary first. He made sure that each student wrote their work. After all students finished it, he wanted them to study the meanings of the words. . . . (Field Note 5, 20th January 2014)

. . . In the middle of their work, he distributed flash cards then asked them to stop writing for a while. After every students had got the flashcards, he asked, “*Sudah, mengerjakannya leren dulu. Number one, ‘in the front of’, apa itu?*” (Stop working please. Look at number one, what does it mean?) he asked as directing to the flashcards. The students answered together, “*depan!*”, etc. “*Oke, yang masih salah, dibenarkan, dilengkapi. Yang sudah benar, bagus! Sekarang, tugas kalian selanjutnya, silakan dilengkapi dengan preposition. Ini namanya preposition. Jelas nggak?*” (Okay, those who commits mistake please correct it. Now, your next task is fillinf gaps with preposistion. For your information, they are called preposition words. Clear?) he said. He then monitored the students again to help them. Some boys suddenly asked to came back to the Guidance and Councelling room because of a particular matter. Few minutes later, the researcher asked the students whether they had finished their work. When almost students had finished their work, he then gave them another task. “*Kita sekarang belajar mendeskripsikan posisi. Perhatikan! Attention!*” (Now, let’s learn how to describe a position) he said. He told the students that they can change the form of the sentence, for example: *There is a table on the carpet* into *the table is on the carpet*. “*Sekarang kalimat-kalimat yang ada di situ* (Now, those sentences, referring to worksheet) *kalian tulis seperti ini. Lima kalimat saja. Ditulis boleh di bawahnya, boleh di sebaliknya*”, (write down like the examples, you may write it beneath the sentences or in the next page) he said. . . . (Field Note 8, 28th January 2014)

It gave them a chance to construct their understanding of language meanings. Moreover, it gave them chances to practice writing in the word, phrase and sentence level. During eighty-minute lesson, they had discussed about useful vocabulary and grammatical rules such as auxiliary verbs, prepositions and pluralization.

The next activities of the project development were continued on January 30th 2014. To continue it, he distributed a piece of paper to each student. It contained the generic structure of the descriptive text. They were asked to discuss about the first paragraph or the identification paragraph and the description paragraphs. He tried to give them a framework of how to arrange the ideas into a good descriptive text. In this exercise, they learned how to organize the sentences in to a good paragraph and how to arrange the paragraphs in to a well-organized descriptive text based on its generic structure.

. . . *Kemarin kita sudah belajar tentang nama-nama benda dan lokasinya kan? Kalau dalam teks deskriptif, yang seperti itu dimasukkan paragraph mana?,*” (Yesterday we had learned about things and the preposition, hadn’t we? Where do we put those descriptions in a descriptive text?) he asked the students. They answered, *“duaaa!”* (second paragraph!). *“Kalau yang pertama tentang apa? Tentang deskripsi umum ruangnya. Kalau ruangan ini, gimana keadaannya?”* (How about paragraph one? It should be about the condition of the room. For instance, how is the condition of this room?) he asked the students again. The students answered together, *“rame, kotor, berantakan”* (noisy, dirty, messy) the researcher then explained that he would be going to teach them about how to write a descriptive text by using mind mapping. He said that it would help them in writing the first paragraph of the text later. He then wrote on the whiteboard, the mind map of a descriptive text describing a room. The students were first noisy, then they paid attention to his writing. The mind map told that there were two parts of what should be written in the first paragraph: physical and non-physical aspects. The physical aspect included how is the wall, how is the floor, and what are inside. The non-physical aspect included wide/narrow, neat/messy, clean dirty, and what do we do then. The researcher showed how to write the sentences of each aspect to the students. . . (Field Note 9, 30th January 2014)

Lalu kalau kayu? (How to say kayu in English?)” A student suddenly answered spontaneously, “kayu pak!” “Kayu itu wooden, jadinya ‘wooden wall’ (You can say kayu ‘wooden’, so it becomes ‘wooden wall’)” and so on. The students sitting at the back began to make noise. The researcher immediately warned them not to be noisy in a strict noise. “Ini semua kalau kalian gabung akan menjadi paragraf satu. (You can arrange such sentences into a paragraph,) lalu kalau paragraph kedua berisi apa? (Then, what information to include in the second paragraph?)”, he asked. The students answered, “benda-bendanya! (The things inside it!)” The researcher replied, “ya, benda-benda dan posisinya. Ada pertanyaan? Paham? (That’s right, the things inside it and their positions. Any question?)” They said no questions and they said they understood, thus he asked them to take a note in 5 minutes on what he had written on the whiteboard. (Field Note 9, 30th January 2014)

When the lesson period on January 30th 2014 remained about thirty minutes, they moved onto the main project development which was creating the models. The description of this activity is illustrated in the following photograph.



Figure 9: The group work in developing the project makes a motivating atmosphere in the classroom

As mentioned before, they were required to create models of furniture and housewares such as a sofa, a chair, a table, a desk, a window, a door, a wardrobe,

etc. They brought their own tools such as cutters, a container of glue and markers whereas the teacher provided the materials which were pieces of Styrofoam. Before they did it, he reminded them again about the rules and procedures of the project development. In this stage, they needed to work cooperatively and spend the available time effectively. However, he did not let them do it by themselves, instead he supervised them by giving suggestions, directions and helps. It was because he knew that it was not an easy project for the seventh grade students to do. The data below show how they were working in creating the end products.



Figure 10: The students' involvement in the classroom is enhanced



Figure 11: **The students share the duties in order to accomplish the end products**

The activity ended when the bell had rung. It made the classroom so messy. It left a great number of scattered remainder from the pieces of Styrofoam. Therefore, before the students left the room, they were asked to clean the room up. He also gave them homework to do some tasks in the *LKS*.

. . . He continued, “Any question about your homework?” None replied. “*Faham ya?*” he clarified. They answered, “*Paham.*” “*Sekarang kita berdoa. pulang, naikkan kursinya. Semua bersih-bersih dulu. nggak Cuma yang piket hari ini, tapi semuanya* (Now, let’s pray and go home, but first put the chairs on the tables then sweep the floor, please)”, he said to close the lesson. The researcher then closed the class leaded a prayer. Each student put their chairs on the table, and began to sweep the floor. The researcher and the collaborator waited the students to finish cleaning the room outside the class. When the classroom was clean, the researcher, the collaborator, and the rest of the students left the class. (Field Note 9, 30th January 2014)

It was on February 3rd 2014, the project had gone through the third meeting. In this meeting, they spent the forty-minute lesson period to practise

writing. It meant that they had moved onto the first step and second step of writing process. They planned and then composed their drafts. As usual, they were allowed to have discussion or consult dictionaries. Moreover, he supervised them during the lesson. The data below describe how the third meeting was.

. . . . Another student said, “Under.” The teacher asked again, “*dibawah itu in under atau under, pakai in tidak?*” (Does ‘under’ use ‘in’?) They said, “No.” Claresta smiled and corrected her writing. While walking around, the teacher sometimes responded to questions and sometimes gave correction both to the group and to the class. Once he asked to the whole class, “*Kalau deskripsi tentang warna ruangan, luas tidaknya, bersih tidaknya fungsingnya itu diparagraf berapa?*” (describing room about the colour, the width, and the function, in what paragraph are they?) A few female students said, “*Satu.*” (paragraph one) “*Nah, di paragraf satu ya, yang paragraph dua itu buat, buat apa?*” (That’s right, how about paragraph two?) he asked again. They again answered, “*nama benda dan posisinya.*” (Things in the room and their position) “*Ya, gitu ya jangan kebalik-balik,*” (That’s right, please don’t be inverted) he reminded. . . . (Field Note 10, 3rd February 2014)



Figure 12: The students work cooperatively to compose the drafts

After they had finished their drafts, they handed in their writing to the teacher. He brought it home to put writing correction symbols on it. It aimed to give them written feedback.

In the next meeting which was on the February 4th 2014, he divided the eighty-minute lesson period into three parts. The first part was to give feedback, the second part was to finalize the project and the last part was to give them a chance to practise writing individually. In the beginning of the lesson, he gave them feedback as it had done in the first meeting. He attempted to positively affect their future writing. Same as in the first cycle, the same kind of feedback was given in the cycle. He used symbols for written feedback in order to help them to clearly identify what and where mistakes that they made. The symbols were short squares representing writing convention mistakes, medium-length squares representing vocabulary mistakes and long squares representing grammar mistakes.

Moreover, he also gave oral feedback to strengthen it. Firstly, he categorized the whole students' mistakes into three i.e. writing convention mistakes, vocabulary mistakes and grammar mistakes. Then, he listed some incorrect sentences as representatives of each category and finally those sentences were discussed with them. The following extract of field notes show how he gave feedback to the students in this cycle.

.... He then distributed students' writing and said, "*Semua sudah dapat tulisanya masing-masing?*" (Everyone has got his or her own writing?) "*Sudaahh!*" (Yes, we have) they shouted. "*Sekarang kalian lihat tulisan kalian, udah dikotak-kotak kan? Masih inget maksudnya?*" (There are some boxes in your writing, aren't there? Do you still remember the meanings) Some students answered, "*Masih.*" (Yes, we do.) . . . (continued)

He said, "*Kotak kecil untuk apa?*" (What does the small box for?) "Punctuation." He said, "*Kotak yang sedang untuk apa?*" (What does the larger box for?) "Vocabulary." And he said again, "The longest box, *untuk apa* (what for)? " "Grammar." Then he illustrated some wrong sentences in the whiteboard. He wrote down some incorrect sentences related to writing convention such as; my room is large., The room is clean, and etc. He reminded that all sentences must start with capitalization and end with full stop. He then moved to write down some incorrect words. He gave example; bath room, mirror, in under, in next to, boxs, and some more examples and explained the mistakes and corrected them. And he gave examples and explanation about the longest boxes. For example he wrote; The room have red wall. He explained, "*Kenapa 'the room have' nya dikotak? Karena verbya tidak sesuai dengan subjeknya, iya kan? Yang bener gimana?*" (Why is the phrase 'the room have' boxed) Some students replied, "has." "*Nah, harusnya pakai has, ada pertanyaan?*" (Good, it should use 'has', any question?) he signed that the feedback session was about to end. . . (Field Notes 10, 3rd January 2014)

After that, he allocated the next twenty minutes to continue accomplishing the end products. In this stage, each group was given a box, their own models that they had created in the previous meeting, and a descriptive text. The text was different from a group to another. They were required to have a group work to arrange their models into the box based on the given text. In this occasion, they were practising more contextually the usage of prepositions. It is narrated in the extract of a field note below.

. . . The teacher walked along the aisles to distribute their last works. Some students were noisy talking to their friends, but the researcher soon asked them to keep silent. After that, he distributed four pieces of red Styrofoam to each group. "*sekarang dengarkan! Perhatikan instruksi dari saya! Kalian dapat empat gabus lagi kan? Sekarang tempelkan gabusnya seperti ini* (Now listen to my instruction! Now you have four more Styrofoams, don't you? Stick them like this -while he was drawing on the white board-)," he instructed students to make a shape of dice with the Styrofoam. After that he told the instructions of the activity, "You must finish you project by arranging the replicas you made in the cube of Styrofoam you have based on the text. *Tugas kalian adalah menyusun replika yang kemarin kalian buat dalam kotak dari gabus itu sesuai dengan teks.* You get it?" "*Faham,*" (We got it.) they replied. . . . (continued)

"Ayo, sekarang dikerjakan tapi jangan ramai sepuluh menit ya! (Start working but please be silent. Your time is ten minutes) he said. The students spontaneously started working, and the researcher walked along the aisle, approaching each group to explain the task more and sometimes gave help. They were quite noisy at the moment, but they participated in the lesson. None but were they busy to finish this task. Some students were busy opening dictionaries and reading the text, some others were busy with taping the replicas, sticking the replicas in the cubes, cutting the Styrofoam, discussing and there were also students who asked the teacher. The atmosphere was so motivating that the students in general were involved in finalizing the project. Occasionally, the teacher helped the students who faced problem with their project. After few minutes later, the researcher asked the students, "*Ayo, yang sudah taruh depan! Oke sekarang dikumpulkan!*" (Okay, now put your projects at front of the class. Hand in now!) Some students said that they hadn't finished their projects. The researcher then counted down from 60 to 0, and the all students had to submit their works when the time was up. . . . (Field Note 11, 4th February 2014)

Eventually, they were in the last part of the lesson. In this session, they practised writing individually as illustrated in the extract below.

. . . The researcher then asked them to sit properly and keep their books in the bags. The instruction was in Bahasa Indonesia. "*Dengarkan. Waktunya sampai bel selesai. Tulis sebuah descriptive text tentang sebuah ruangan. Terserah ruangan apa. Perhatikan, aturannya, kalian tidak boleh tanya teman, tidak boleh buka kamus, dan tidak boleh bersuara. Dimulai dari sekarang! Kasih nama, absen, kelas. Jangan diskusi!*", he said. The teacher asked students to have individual writing practice. The students became silent at this session. Some male students tried to ask friends but the teacher warned them. He approached them and continued to walk to the corner of the room. The he stood at the back of the room next to the collaborator. When he was at back, the students were silent and they seemed even afraid to turn their face of to look towards other students' writing. For about 30 minutes the researcher made sure that the students wrote by themselves. And eventually he told that the time was five minutes left. . . . (Field Note 11, 4th February 2014)

They were asked to employ all of the knowledge that they had constructed during the four meetings to compose a descriptive text. In the context of the writing process, they started editing their drafts to compose their final version of their writing.

5) Assess the Outcome

The students handed in their end products to the teacher. Then he brought them to the language laboratory to assess them. The assessment was conducted to measure their achievement. He assessed both their writing and end products. However, it excluded from the quantitative data of this research. The assessment was used to measure their academic achievement. Therefore, the results of the assessment were given to the English teacher. Furthermore, in this phase he evaluated the process of project development and the quality of the project.



Figure 13: The samples of the students' end products of cycle two

6) Evaluate the Experiences

This was the last stage in which the teacher and the students reflected on the activities and project. Firstly, he exhibited the end products at front of the class for them to see, compare and reflect. Furthermore, they reflected on their four-meeting project. Besides, he made sure that they had been able to answer of the essential question of the project. He did not do it verbally, rather, he deduced that they had been able to answer the question by looking at their writing. In general, their writing indicated that they had been able to describe something or someone through a written text.

3. Observation

The researcher and the collaborator then collaboratively observed the action. In general, the action in the cycle two was well-implemented. The improvements in the previous cycle were maintained and the problems occurring in the previous cycle were solved. The following paragraphs discuss about it.

First of all, the students remained motivated in developing the project. The project development facilitated them to construct their understanding of the lesson. In addition, it enhanced their affective aspects in which they could build closer intimacy among them during the project development. It was because in this cycle they were grouped randomly. Therefore, they might work with individuals that they were not close before. Such conclusions are concluded from the following data.

- R : Sekarang saya dengan dek Mela, dengan pertanyaan yang sama silahkan dijawab sesuai dengan hati nurani dek Mela, bagaimana kesan se usai mengikuti pelajaran *describing room* kemarin? (Question for Mela, **what did you feel when you were in the last lesson of describing room?**)
- S : Kesanya sih enak ya, menurutku lebih seru Mr. Bay daripada Ms. Li. Terus lebih enak, lebih *enjoy*. (**I felt interested, I think your teaching was more joyful than Ms. Li'. I was happy and enjoyed it**)
- R : Pembelajaran kemarin mempengaruhi kemampuan menulismu nggak? (**Did it affect your writing skill?**)
- S : Banget. (**Yes. It did.**)
- R : Memang apa aja yang kamu pelajari kemarin? (What did you learn?)
- S : *Decriptive text, identification paragraph, description paragraph*, pokoknya banyak tentang bahasa Inggris (and many things about English.) (Interview Transcript 3, 23rd January 2014)

- R : Kemudian, tentang motivasi siswa dalam belajar mengajar, jika dibandingkan *cycle* ini dengan sebelumnya gimana bu perbandinganya? (**Regarding with the students' motivation, How it was compared to that in the previous cycle?**)
- C : Di *cycle* dua ini mereka lebih termotivasi karena anda juga membuat tasks yang membuat mereka tertarik untuk mengerjakan. Tugas proyek juga melibatkan kreatifitas anak, jadi mereka senang mengerjakan dan tidak bosan. Kalau dalam kerja kelompok mereka juga lebih ter *involve*, partisipasi mereka lebih dibanding dengan yang kemarin. Dalam kerja kelompok, mereka itu sedikit ramai tapi ramainya itu ramai sibuk mengerjakan tugas. Ya meski ada satu dua anak yang sepertinya memang sulit fokus gitu, tapi secara umum lebih baik dari *cycle* kemarin. (**In this cycle they were more motivated, since you provided an interesting project. The project also enhanced their sense of creativity. Further, they could be more involved and participated in the group work. Though they were so noisy, but they discussed about the project. Although there were some students seemed to be difficult to focus, however, overall this cycle was better compared to that in the previous one.**) (Interview Transcript 11, 4th January 2014)

- R : Yang pertama, silahkan disampaikan kesanya setelah mengikuti pelajaran seminggu terakhir ini, bukan semua pelajaran, yang tentang *describing room*, terutama berkaitan dengan pembelajaran, kesanya gimana? (The first, **what is your impression about the last lesson about describing room, especially related to the teaching-learning process, what is your opinion?**) (continued)

- S : Kesanya asik, enak gitu, bisa bikin-bikin replika ruangan, bisa tambah akrab sama temen-temen, bisa kerjasama itu waktu bikin dari gabus, yang bikin ruangan itu, asik, enak. **(In my opinion it is interesting, just joyful, we could make models of rooms, be more intimate with friends, have cooperation in doing the project of rooms miniatures, that's interesting and joyful.)**
- R : Terus, pembelajaranya itu mempengaruhi kemampuan menulis kamu tidak? **(And then, did it affect your writing skill?)**
- S : Ya mempengaruhi banget, tadinya yang tidak bisa paragraf pertama isinya apa, yang kedua isinya apa, jadi sangat mempengaruhi kemampuan menulis kita. **(Certainly, previously, I could not arrange paragraphs into a text but now I can do it. It really affected my writing skill.)** (Interview Transcript 2, 23rd January 2014)

Further, the group work and discussion during the project development enhanced their involvement. The interaction between the teacher and the students rose. In this cycle, they got more opportunities to do so, since in each meeting there was always a group discussion or a group work. It gave them chances to learn more by sharing their knowledge each other as well as asking for further explanation to the teacher. Such a conclusion is inferred from the data below.

. . . The teacher walked around and stopped in each group making sure that everyone was writing and offering help. He stopped in Claresta's group, he corrected Claresta's writing, "*Kalau mengatakan dibawah gimana?*" (How do you write 'dibawah') he asked to the Claresta's group. Another student said, "Under." The teacher asked again, "*dibawah itu in under atau under, pakai in tidak?*" (Does 'under' use 'in'?) They said, "No." Claresta smiled and corrected her writing. While walking around, the teacher sometimes responded to questions and sometimes gave correction both to the group and to the class. Once he asked to the whole class, "*Kalau deskripsi tentang warna ruangan, luas tidaknya, bersih tidaknya fungsingnya itu diparagraf berapa?*" (describing room about the colour, the width, and the function, in what paragraph are they?) A few female women said, "*Satu.*" (paragraph one) "*Nah, di paragraf satu ya, yang paragraph dua itu buat, buat apa?*" (That's right, how about paragraph two?) he asked again. A few female women again answered, "*nama benda dan posisinya.*" (Things in the room and their position) "*Ya, gitu ya jangan kebalik-balik,*" (That's right, please don't be inverted) he reminded. . . . (continued)

. . . . Once a student, Dhea, she asked, “Mister, *keramik bahasa Inggrisnya apa?*” (Mr, how to say ‘keramik’) “*Teman lain ada yang tau?*” (Anyone knows?) he asked to Dhea’s group. None answered. “*Coba dicek dikamus,*” (Consult your dictionary) he asked. After looked at dictionary, one of them said, “Ceramic *to sir?*” (Is it ceramic?) “*Ya,*” (Yes, it is) he agreed. . . . (Field Notes 9, 30th January 2014)

. . . Students began to work in groups, and the researcher monitored the class. The students worked seriously. During the group work, the students often asked the researcher to help them finished it. When students didn’t know some words, he told them to open their dictionary first. He made sure that each student wrote their work. . . . (Field Notes 8, 28th January 2014)

. . . He then gave them some examples of the miniatures they needed to make. “*Oke, mulai. Waktunya 20 menit dari sekarang*”, he said. He walked along the aisles to monitor the students and help them if they had difficulties. The students were busy working with their groups. . . . (Field Notes 9, 30th January 2014)

R : Kemarin *kan* udah pakai berbagai media, *motongin* gabus dan bikin replika ruangan, pakai gambar dan lain sebagainya. Suka tidak? (**Last meeting we had used some media and doing some activities such as cutting Styrofoam, making models of rooms, pictures and so on, Did you like them?**)

S : Suka banget, *kan* jadi kreatif ya suka, enak gitu. (**Certainly, I liked it. It made me more creative.**)

R : Membantu dalam memahai pembelajaran bahasa Inggris tidak? (**Did it help you in learning English?**)

S : Ya, membantu banget. (**Yes, it did.**) (Interview 7, 3rd January 2014)

R : Dea suka suka tidak dengan cara mengajar Mr. Bay? (**Did you like Mr. Bay’s teaching?**)

S : Suka. Asik, kalau ditanya itu jawabnya enak, ya asik *aja*. (**Yes, I did. It was joyful. The teacher was easy when being asked.**)

R : Terus faham tidak *sih* kalau Mr. Bay ngomong didepan kelas? (**Did you understand when I was explaining in the classroom?**)

S : Faham. (**Yes, I did.**) (Interview 7, 3rd January 2014)

In addition, those who used to be troublemakers in the classroom had behaved appropriately. Compared to them in the previous cycle, they had better

conduct during the second cycle. Moreover, they could work more cooperatively within the group and did not disturb the other students. Some of their statements below support the conclusion.

- R : Bisa kerjasama dalam kelompok tidak? (**Could you work within your team?**)
 S : Bisa. (**Yes, we could.**)
 R : Siapa saja kelompoknya? (**Who were your group's members?**)
 S : Saya, Fuad, Indrayana sama Safrisal. (**Fuad, Indrayana, Safrisal and I.**) (Interview 7, 3rd January 2014)

- R : Bisa pada bekerja sama dengan kelompokmu tidak? (**Could you work within your team?**)
 S : Bisa. (**Yes, we could.**)
 R : Kelompokmu siapa saja? (**Who were your group's members?**)
 S : Mahendra, Vita, Sekar. (**Mahendra, Vita and Sekar.**) (Interview 7, 3rd January 2014)

Moreover, in this cycle rarely occurred the problems related to managing the classroom and the time. The teaching-learning process was relatively conducive for learning. The project development was done in the classroom so that the teacher could maximally supervise them to go through every stage of the project development. He could make sure that every student contributed to it. All in all, the classroom ran better since their noise could be relatively controlled. A loud noise during the group work was unavoidable. It was acceptable as long as they were discussing what should be discussed. In addition, time management was improved as each activity and the whole lesson were finished on time. It meant that the problems which occurred in the previous cycle had been solved in this cycle. The following extracts support the conclusion above.

. . . The discussion ran well, students' noise was not too loud. Moreover, the troublemakers were not too disturbing. Even though sometimes they laughed loudly and walked around to other groups. Since the teacher gave more supervision to the group containing troublemakers. . . .(Field Note 10, 3rd February 2014)

- R : Kemudian, bagaimana tentang tugas proyek ini? Dibanding *cycle* pertama kemarin? (**How was the project compared to that in cycle one**)
- C : Tugas *cycle* ini lebih jelas, maksudnya tiap siswa itu mengerjakan karena proyek ini dikerjakan dikelas, bukan dirumah. Kalau dirumah kan kita tidak tahu siapa yang mengerjakan siapa yang tidak. Siapa yang mengerti dan siapa yang tidak. Kalau dikelas kita jadi bisa melihat secara langsung siswa menyelesaikan tugas dalam kelompok. *Cycle* kemarin itu proyeknya sudah bagus tapi yang ini lebih bagus. (**In this project every student did the project since the project was done in the classroom. So we could know who did and who did not. The first cycle was good but the next was better.**) (Interview Transcript 11, 4th February 2014)

Furthermore, they observed the effects of the teacher's feedback. They found that the feedback enabled them to strengthen their understanding of the writing aspects such as vocabulary, grammar, writing convention and text organization. The first, it was shown from the result of their final writing. Their writing showed a significant improvement. In result, there was a decrease in the number of their writing mistakes. In conclusion, the feedback was implemented well. It positively affected their writing. The data below also support this conclusion.

- R : Apakah pembelajaran kemarin mempengaruhi kemampuan menulismu bahasa Inggris Theo? (**Did the last lesson affect your writing skill?**)
- S : Iya. (**Yes, it did.**)
- R : Memang apa aja yang Theo pelajari kemarin? (**What did you learn?**)
- S : Ya pelajaran bahasa Inggris, menulis. (**English writing.**)
- R : Masih sulit tidak dalam menulis bahasa Inggris? (**Is it difficult still?**)
- S : Ya lumayan sudah gampang. (**It is easier now.**) (Interview Transcript 9, 3rd February 2014)

- R : Masih sulit tidak dalam menulis bahasa Inggris? (**Do you still find writing English difficult?**)
- S : Lebih mudah. (**It is easier.**)
- R : Apa yang masih sulit? (What is the difficult.)
- S : Enggak ada. (Nothing.) (Interview Transcript 10, 3rd February 2014)

Lastly, they also observed the use of teaching aids during the implementation. There were many kinds of media used during the second cycle such as presentation slides, pictures, LKSs, worksheets, flash cards and models of housewares. The following data illustrate the students who were working with the worksheets.



Figure 14: **The students work with the worksheet, pictures, and flash cards provided by the teacher**

. . . . The researcher gave the instruction of the task, “*perhatikan. Lihat gambar ini, untuk 4 orang. Diskusikan. Kalau bendanya Cuma satu, dibuat narasinya begini* (Take a look at the picture, discuss in group of four, make a narration like this): there is a table (writing on the whiteboard). *Kalau banyak, misalnya:* (For example, if the things are many, narrate like this) ‘there are two tables’ (writing on the whiteboard). *Jadi, kalau cuma satu, pakai ‘is’ dan ada ‘a’.* *kalau bendanya dua atau lebih, pakai ‘are’ dan ada ‘s’* (So, if singular we use ‘is’ and put ‘a’, meanwhile if it is plural we use ‘are’ and put ‘s’)”. Students began to work in groups, and the researcher monitored the class (Field Note, 28th January 2014)

.... After that, he distributed worksheets, each group got three pages. Their next task was to find the names of pictures of the things in the worksheet, both in Bahasa Indonesia and in English. He repeated the instruction twice. Suddenly some boys asked for permission to go out of the class. The students then started doing the task. They began to open dictionary and discuss within the groups. Some students also asked the teacher about the words they didn't know. . . . (Field Notes 8, 28th January 2014)

The teaching aids facilitated them to understand language meanings and constructions, raised their motivation and varied the classroom activities. The flash cards and the models helped them to enrich their vocabulary mastery. Moreover, their vocabulary and grammatical mastery were rehearsed through several exercises in the worksheets. The media enhanced their motivation and involvement during the teaching-learning process. The data from the interviews with the collaborator and some students below support the statement.

- R : Terakhir bu, sekitar satu jam pelajaran itu mereka habiskan untuk menyelesaikan tugas ini, dalam satu jam itu, menurut pendapat anda itu mempengaruhi kompetensi bahasa Inggris mereka tidak bu atau mempermudah memahami konsep-konsep kebahasaan tidak bu? **(The Last, we had spent a lesson period for them to do the project, did it affect the students' language competence or help them understand the linguistic concepts?)**
- C : Dengan aktivitas-aktivitas seperti ini menurut saya itu sangat membantu mereka memahami materi yang sedang anda ajarkan pada anak-anak. soalnya ini sangat...., jadi anak itu tidak cuma tau konsep teori tapi mereka bisa mengaplikasikan, jadikan ditugas ini mereka disuruh membuat ruangan sesuai teks dan menempatkan barang sesuai teks. Jadi mereka tidak hanya membayangkan, mereka juga tahu kenyataannya gitu. **(In my opinion, those activities were really helpful to understand the lesson. It was because they did not only understand the linguistic concepts but also applied them. So they did not only imagine but also really contextualized them)** (Interview Transcript 11, 3rd February 2014)

- R : Kemarin *kan* udah pakai berbagai media, bikin replika ruangan, pakai gambar dan lain sebagainya. Suka tidak? (**Last meeting we had used many media such as the models of rooms, pictures and so on. Did you like it?**)
- S : Suka banget, *kan* jadi kreatif ya suka, enak gitu. (**Yes, I liked it. It made me more creative. It was joyful.**)
- R : Membantu dalam memahai pembelajaran bahasa Inggris tidak? (**Did it facilitate you in learning English?**)
- S : Ya, membantu banget. (**Yes, it was very helpful.**) (Interview Transcript ...)

As the data above suggest, the teaching aids were employed properly. Therefore, the problems occurring in the previous cycle were solved. Furthermore, by having many tasks to do, the troublemakers who previously often interrupted the teaching-learning process had behaved more properly and cooperatively. They seldom behaved unruly. Besides, their conduct during the lesson did not impede the teaching-learning process. More importantly, the classroom in which the teaching-learning process was taking place was conducive for the group work and discussion. The researcher joined two tables into one and surrounded it with four chairs. Therefore, they were able to discuss more freely and comfortably.

4. Reflection

At the end of the second cycle, the researcher, the collaborator and the English teacher reflected on the actions of the second cycle. All participants were free to reflect on the actions. Their reflections were conducted through interviews with the collaborator and the students and discussions with the English teacher. The results of the reflection brought them to reflect that in general, at the end of this cycle the teaching-learning process, the students' writing skills and motivation

had improved. Overall, the action in cycle two was considered successful as inferred from the following data.

R : Sekarang tentang writing mereka, merujuk pada tulisan mereka, menurut anda apakah kemampuan menulis mereka bisa dikatakan meningkat yaitu perbandingan antara cycle satu kemarin dan cycle kedua ini. Yang kedua, seberapa peningkatan mereka, tidak signifikan, sedang atau sangat signifikan? **(Related to their writing, if we see their writing, do you think that their writing skill had improved compared to theirs in the previous cycle? And how was the improvement?)**

C : Jelas dari yang saya lihat writing mereka sangat meningkat kalau dibandingkan dari awal, itu sangat meningkat sekali. Dari nilai mereka yang cuma 25 sampai 40. Kalau *cycle* dua ini, sangat berbeda, yang mendapat nilai 25 itu cuma ada satu atau dua saja. Yang lain sudah 75 keatas. Dan menurut saya itu sudah sangat meningkat. Sangat bagus. **(Obviously, their writing improved significantly; at the beginning their mean score ranged at 25 up to 40. In this second cycle was different, there were only two students got 25; the others got more than 75. It was good.)**

R : Kemudian kalau dilihat secara kualitatif, perbandingannya bagaimana dari *cycle* satu ke *cycle* dua. Terutama aspek-aspek secara spesifik. (How was the comparison between the students' scores in the first cycle and the second cycle qualitatively? Especially for every aspect?)

C : Perbandingannya, kalau secara umum, dari segi kuantitas sudah sangat meningkat, cuma ada satu dan dua anak yang cuma menulis dua kalimat, tapi yang lain semua sudah menulis dengan paragraph yang panjang-panjang. Kalau grammar memang masih ada beberapa kesulitan, tapi tidak separah *cycle* sebelumnya. Jadi anak sudah mengerti, meski ada beberapa kesalahan yang tidak separah sebelumnya. Kalau masalah *vocabulary*, terutama word usage mereka itu sudah bagus, sudah bisa menggunakan dengan baik. Lalu mengenai *mechanism*, mungkin cuma masalah huruf kapital, tapi kalau tanda baca cuma sedikit anak yang belum menggunakan dengan tepat. **(In general, the content was significantly improved. Their writing was long enough. Although they made some grammatical errors, however those were not as bad as those before. Further, their vocabulary particularly the words usage was good. Regarding the mechanism, they might be still confused in capitalization and few of them still used punctuation improperly.)** (Interview Transcript 5, 3rd February 2014)

T : Tapi memang kalau saya lihat sudah lebih bagus tulisan mereka jika dibanding saat mendeskripsikan idol. Dan ini pada *pre* jelek ya? (However, I see that **their writing is better than theirs when describing people.**)

R : Iya. (I think so.) (continued)

T : Dan di *cycle* dua sudah mulai bagus, meskipun ya grammarnya belum bagus,

.....
Okelah, saya sudah bisa menangkap kemampuan anak-anak, anda jadi sudah selesai penelitiannya? (**In the second cycle they were better, although the grammar was not good enough**

.....
Okay, now I have seen their writing. So, do you have finished the research?) (Interview Transcript 6, 28rd February 2014)

The project development included other activities such as grammar and vocabulary exercises, writing practice and giving feedback. They practised writing by following the writing process which consisted of planning, writing drafts and revising the draft into a final writing. Such activities were inserted during the development of the project in order to provide them with more opportunities to have writing practice and to construct their understanding. In writing the draft, they were free to have experiments on using various vocabulary and grammatical rules to compose a descriptive text. They were not afraid of committing mistakes since the teacher supervised them and promised not to assess their writing, rather, he gave them feedback.

It elevated their motivation and involvement during the lesson. Moreover, developing the end products enhanced their creativity, cooperative skill and intimacy among them. Most importantly, their final writing showed that they could write better than they did previously. Further, it positively affected their attitude toward English writing class. Their active participation, high motivation and interests during the teaching-learning process showed that English class was

no longer unpleasant. In addition, the group works and the group discussions varied activities and gave a better atmosphere to the writing class. Moreover, it gave them chances to share knowledge one another.

They could make improvements in spite of the more complex project. The first complexity came from the project itself. It was more challenging and more complex since they must have cutting, shaping, drawing and sticking the pieces of Styrofoam in order to make the models of rooms. They were required to work more cooperatively in order to complete the project in a limited time. On top of that, the grouping was not based on their own choice instead it was based on his random grouping. It required the members the group to accustom themselves to individuals who they might not be familiar with before. Some male students worked with female students and some diligent students cooperated with troublemakers. Moreover, the language proficiency, intelligence and characters of every student in a group were different. In fact, they could have an effective discussion. In this way, the troublemakers behaved more cooperatively. Consequently, distractive problems which occurred in the first cycle did not re-occur in this cycle.

The problems occurring during the second cycle were trivial and tolerable, for example, the students sometimes laughed, chitchatted or jested. However such conducts did not interfere with the teaching-learning process. As a result, the classroom was relatively easy to manage. It was conducive and effective for them to learn writing. Furthermore, the time management ran properly. Every activity of the lesson could be done on time. In addition, their noise could be lowered.

Regarding the feedback, it worked well as it was in the first cycle. The feedback from the teacher was the combination between written and oral feedback. The first, the students' writing was corrected by putting symbols on it. After that he explained the meanings of the symbols and then discussed the symbols with them. After they received feedback from him, generally they could avoid the mistakes that they made before the feedback was given. It made them more aware of mistakes that they and their friends usually made. As a result, there were only a few of students who redid the same mistakes in the final writing as they did in writing the drafts.

Furthermore, the teaching aids or media employed by him during the second cycle facilitated them to understand the language input and rehearsed the mastery of their language meanings and constructions. The media raised their motivation in doing the tasks. During the second cycle, they were enthusiastically engaged in the teaching-learning process in which various teaching aids were employed. Furthermore, they varied the materials during the lesson. The pictures, examples of descriptive texts, flash cards and models provided the students with more interesting language input. It enriched their vocabulary and their grammatical mastery. Moreover, the worksheets provided them with some exercises on vocabulary and grammar which gave them scaffolding to write a descriptive text.

5. Findings of Cycle Two

After having the reflection on the actions of the first cycle, the researcher and the collaborators inferred the findings from the data gathered in the second

cycle. Based on the reflection, it could be concluded that the implementation of PBL was successful to improve the teaching-learning process as well as the students' writing skills. The improvements in the second cycle are summarized in the table below.

Table 9: The Findings in Cycle Two

No	Actions	Findings
1.	Providing various activities	<ul style="list-style-type: none"> • It helped the students to understand and contextualize the lesson. • It enhanced the students' motivation and involvement during the lesson. • The troublemakers could behave more cooperatively during the group discussion. • It helped the students to understand more complex vocabulary and grammatical rules. • The students could have effective discussion and every student in the group work and discussion. • The activities and the lessons could finish on time as the timing was allocated. • All groups developed their end-products in the classroom so the researcher could supervise them • The students' noise during the group discussion could be lowered.
		<ul style="list-style-type: none"> • It required the teacher to have a careful supervision since the students were working with Stanley knives. • The remainder of the materials scattered around the classroom. However, the students cleaned it up at the end of the lesson • It cost a lot to buy the materials for the project.
2.	Providing feedback for the students	<ul style="list-style-type: none"> • It made the students recognize their own and their friends' mistakes. • The students could notice more complex language meaning and construction.
		<ul style="list-style-type: none"> • A small number of students still made the same mistakes after the given feedback.
3.	Employing various media	<ul style="list-style-type: none"> • The teaching aids facilitated the students to understand the lesson. • They gave the students many opportunities to have writing practice.

		<ul style="list-style-type: none"> • They made the teaching-learning process more varied and motivating. • The students could have the discussion in finishing the tasks freely and comfortably by the rearrangement of the students' tables. • It enhanced intimacy among the students
		<ul style="list-style-type: none"> • There was a need to allocate few minutes both to arrange the tables and to rearrange them into normal arrangement.

D. Discussions

After the researcher and collaborators analyzed the data obtained during the two-cycle implementation of PBL, they concluded that the implementation of PBL in the English teaching-learning process elevated the students' motivation. PBL proposed a motivating, empowering and challenging series of activities during the teaching-learning process. It also gave them more opportunities to practise writing. Moreover, those activities facilitated them to understand the lesson more easily, without too much reliance on rote memorization and subconsciously. Beside that, the group discussions enhanced their involvement. It gave them more opportunities to learn by sharing their knowledge each other and asking for further explanation to the teacher. Last but not least, it enhanced their affective aspect in which they could build a positive relationship among them during the project development.

Moreover, there was frequent feedback that they got during the teaching-learning process. Firstly, it came when he supervised them while they were working with their project. It provided them with feedback, corrections and suggestions. Secondly, he also gave them feedback towards their writing. He put correction symbols on their writing and then discussed those symbols with them.

Thirdly, developing the project through group works consisting of students' with divergent level of proficiency encouraged them to interact one another. It made them share ideas, opinions and suggestions. Such activities produced a mass of feedback for them especially from those who had higher proficiency to the lower. The feedback enabled them to raise their understanding of the writing aspects such as vocabulary, grammar, writing conventions, and text organization. Moreover, it made them more aware of their common mistakes.

Last but not least, using various and interesting media during the teaching-learning process became interesting language input which helped them to understand language meanings and constructions more easily and subconsciously. Furthermore, they were effective to elevate their motivation.

In conclusion, the implementation of PBL in this research showed that it made them more motivated during the teaching-learning process. Furthermore, it facilitated them to understand the lesson more easily and without reliance on rote memorization. Those improvements were believed that they could successfully improve their writing skills. The improvement could be seen in their final writing at the end of the second cycle.

Generally speaking, related to the text organization, almost all of them were able to write the text in two or more paragraphs. Moreover, they could organize their writing content appropriately based on the generic structure of the descriptive text. In addition, they were aware to indent each of their paragraphs. Secondly, related to the writing content, their writing was significantly longer and

they could make a clearer description of the described object. Moreover, they developed their writing content in relation to the assigned topic.

Furthermore, they had shown a better mastery on grammar. They were more aware of putting articles or pluralizing nouns if necessary. They also had better usage of pronouns and prepositions. The number of the sentence disagreements in their writing had decreased. Their vocabulary mastery significantly improved. They could produce sufficient numbers of words in describing the object. The misused and misspelled words were rarely found. Lastly, they were relatively consistent to capitalize the first letter of every sentence and proper noun. The use of full stops and commas was also improved. In conclusion, their writing had improved in terms of the text organization, content, grammar, vocabulary and mechanics. Therefore, the research had achieved its objective and eventually the researcher decided to end it. The samples of their writing are presented in the following pictures.

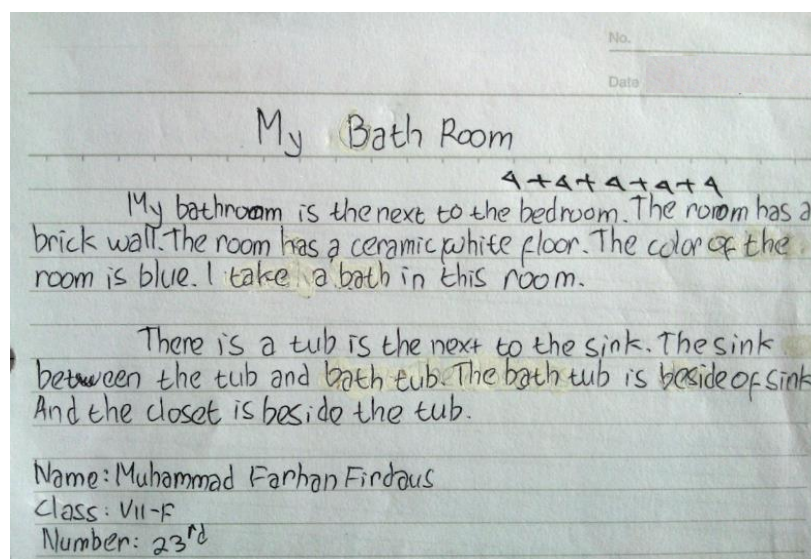


Figure 15: One of the students' writing in the post-test

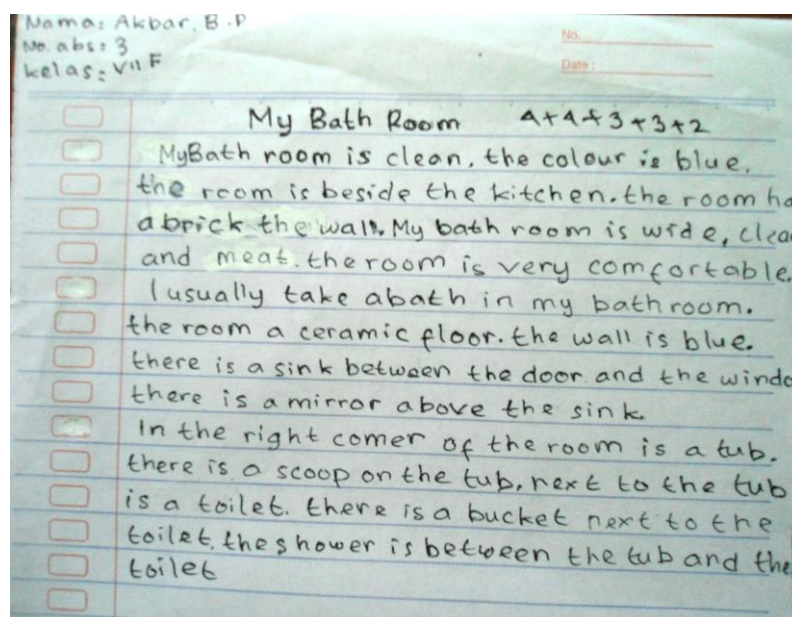


Figure 16: Another example of students' writing in the post-test

To support the conclusion, he analyzed the quantitative data as well. After the second cycle ended, he conducted a post-test. This test was closed-book and individual where the students were asked to write a descriptive text. Their writing then was assessed using the same writing rubric used in the pre-test. In order that the assessment was reliable, the assessors were the researcher and the collaborator. Shortly, the conclusion drawn from the quantitative data support that drawn from the qualitative data. Their writing had quantitatively improved. The means of all of the aspects excluding the grammar had been higher than 3.00. Overall, the mean of their writing scores had come up to 16.88 in a maximum of 25.00 as illustrated in the following table.

Table 10: The Students' Mean Score in the Post-test

Aspects	T	C	G	V	M	Total
Mean Score	3.85	3.82	2.79	3.17	3.23	16.88
Maximum Mean Score	5.00	5.00	5.00	5.00	5.00	25.00
Achievement Percentage	77 %	76.4%	55.8%	63.4%	63.4%	67.52%
T : Text Organization V : Vocabulary G : Grammar C : Content M : Mechanics						

Moreover, in the pre-test, there were 29 students whose writing was categorized as poor and very poor. However, in the post-test those whose writing was categorized as poor and very poor remained three students or only 8.82% of the students. The others had been up on the higher categories. Further, in the post-test there were two students whose writing was categorized as very good. The description can be seen from the following tables.

Table 11: The Frequency Distribution of the Students' Writing Score in the Post-test

No	Score Interval	Category	Frequency	Percentage
1	21.8 – 25	Very Good	2	5.88%
2	17.7 - 21.8	Good	12	35.29%
3	13.5 - 17.6	Fair	17	50.00%
4	9.3 - 13.4	Poor	2	5.88%
5	5 - 9.2	Very poor	1	2.94%
Total			34	100%

Table 12: The Comparison between the Frequency Distribution of the Students' Writing Scores in the Pre-test and that of theirs in the Post-test

No	Score Interval	Category	Pre-test		Post-test	
			Freq.	Per.	Freq.	Per.
1	21.8 – 25	Very Good	0	0%	2	5.88%
2	17.7 - 21.8	Good	0	0%	12	35.29%
3	13.5 - 17.6	Fair	5	14.70%	17	50.00%
4	9.3 - 13.4	Poor	11	32.35%	2	5.88%
5	5 - 9.2	Very poor	18	52.94%	1	2.94%
Total			34	100%	34	100%

Furthermore, the quantitative data were also analyzed by employing Paired-samples Test of SPSS. The tables in the following paragraphs summarize the quantitative data analyses.

Table 13: Comparison between the Students' Mean Score in the Pre-test and theirs in the Post-test

Test	Pre-test	Post-test
Mean	9.91	16.88
Standard Deviation	2.95	3.33
Significance	0.00	

The table above shows that the probability value or p value is 0.00. It means that the improvement was significant because the p value was lower than the significance level ($0.00 < 0.05$). Therefore, it supports the conclusion that PBL had significantly improved the students' writing skills. Furthermore, the standard deviation (σ) of the students' scores in the pre-test was 2.95, while that of their scores in the post-test was 3.33. Therefore, it can be said that the data of their

scores in the post-test were more heterogeneous compared to those of theirs in the pre-test. Their writing skills after they had engaged in a PBL classroom were more divergent. It implies that there were some students who could not get benefit from the PBL classroom.

In addition, the comparisons of the improvements that the students gained in every aspect are discussed as follows.

Table 14: Comparison between the Students' Mean of Text Organization Scores in the Pre-test and Theirs of Text Organization Score in the Post-test

Test	Pre-test	Post-test
Mean	2.02	3.85
Standard Deviation	0.71	0.65

Firstly, the table above shows that the mean of text organization scores had improved 1.82. It means that they had improved their ability in organizing their writing. Furthermore, the standard deviation (σ) of their text organization scores in the pre-test was 0.71, while that of theirs in the post-test was 0.65. It means that the data in the post-test were more homogeneous as compared to those in the pre-test.

Table 15: Comparison between the Students' Mean of Content Scores in the Pre-test and Theirs of Content Scores in the Post-test

Test	Pre-test	Post-test
Mean	2.11	3.82
Standard Deviation	0.80	0.62

Secondly, the mean of their scores of the content aspect had improved 1.70. It means that they had gained better quality and quantity of their writing content. Furthermore, the standard deviation (σ) of their text organization scores in the pre-test was 0.80, while that of their scores in the post-test was 0.62. It means that the data in the post-test were more homogeneous as compared to those in the pre-test.

Table 16: Comparison between the Students' Mean of Grammar Scores in the Pre-test and Theirs of Grammar Scores in the Post-test

Test	Pre-test	Post-test
Mean	1.94	2.79
Standard Deviation	0.81	1.06

And then, the mean of their grammar scores in the post-test had gained 0.85 compared to that of theirs in the pre-test. Furthermore, the standard deviation (σ) of their grammar score in the pre-test was 0.81, while that of theirs in the post-test was 1.06. Therefore, it can be said that the data of grammar scores in the pre-test were more homogeneous compared to those of the scores in the post-test.

Table 17: Comparison between the Students' Mean of Vocabulary Scores in the Pre-test and Theirs of Vocabulary Scores in the Post-test

Test	Pre-test	Post-test
Mean	1.88	3.17
Standard Deviation	0.80	0.71

The mean of their vocabulary scores had improved 1.29 as shown by the table above. It means that they had improved their ability in the aspect of

vocabulary. Furthermore, the standard deviation (σ) of their vocabulary scores in the pre-test was 0.80, while that of theirs in the post-test was 0.71.

Table 18: Comparison between the Students' Mean of Mechanic Scores in the Pre-test and Their of Mechanic Scores in the Post-test

Test	Pre-test	Post-test
Mean	1.94	3.23
Standard Deviation	0.81	1.07

Lastly, the mean of their mechanic scores in the post-test had gained 1.29 compared to that of theirs in the pre-test. Meanwhile the standard deviation (σ) of their scores in pre-test was 0.81, while that of theirs in the post-test was 1.07. Therefore, it can be said that the data of the pre-test were more homogeneous as compared to those of post-test.

Last but not the least, since this research employed inter-rater to obtain the quantitative data, the researcher also measured the reliability. The Pearson's coefficient correlation (r) between the researcher's and the collaborator's assessment in the pre-test was 0.82. Meanwhile that between the researcher's and the collaborator's assessment in the post-test was 0.91. The coefficient correlation both in the pre- and post-test were near to 1 and therefore the quantitative data in this research were reliable. The output of the data analysis using SPSS was presented in the appendices.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents three main sections. They are conclusions of the research, implications of the findings and suggestions to the English teacher, the students and other researchers. The discussion of each section is presented below.

A. Conclusions

In line with the findings presented in the previous chapter, this research has proved that the use of Project-based Learning improves the students' writing skills. The detailed discussion of the conclusion is given below:

1. The implementation of PBL in the English teaching-learning process to teach writing had been proved to be significant in improving the students' writing skills. The qualitative and correspondingly the quantitative data showed that generally speaking their writing improved in terms of the text organization, content, grammar, vocabulary and mechanics.
2. The students' motivation during the teaching-learning process rose when they were engaged in the project development which was relevant to their life and accommodated their wants.
3. The group works and discussions during the project development positively influenced their involvement. Moreover, the group works and discussions which consisted of students' with divergent proficiency encouraged them to interact one another. In addition, it enhanced their affective aspects in which they could build a positive relationship among students.
4. Various and interesting media used during the teaching-learning process became interesting and motivating language input for them. It helped them to

understand language meanings and constructions more easily, subconsciously and without too much reliance on rote memorization. Furthermore, they could give a contribution for their motivation enhancement.

5. The PBL classroom provided them with frequent feedback. The teacher's supervision during the project development provided them with feedback, corrections and suggestions. Moreover, sharing ideas, opinions and suggestions among them during the group works produced peer-feedback. The feedback enabled them to raise their understanding of the writing aspects such as vocabulary, grammar, writing conventions and text organization.
6. On the other hand, the implementation in the classroom brought some drawbacks. It cost a lot, spent quite a long time, needed a careful supervision and caused a loud noise during group works.

B. Implications

From the findings of the research, some implications can be drawn as follows:

1. The implementation of PBL can be an alternative method of English teaching, especially to teach writing.
2. A teacher should be able to organize a teaching-learning process which is relevant to the students' life and accommodates their wants in order to raise their motivation.
3. A teacher must have various activities during his teaching-learning process in order to enhance the students' motivation. The various activities also give them more opportunity to have practice.

4. It is necessary for a teacher to give feedback as frequently as possible towards the students' performances. It helps them to learn and notice language meanings and constructions
5. A teacher not only needs to provide the students with language input, but also to deliver it through various and interesting teaching aids. It can increase their intake as well as enhance their motivation.
6. Regarding to the findings that show that the implementation of PBL had some drawbacks such as the project which cost a lot, spent quite a long time, needed a careful supervision, caused a loud noise during group works and so on, they imply that it has to be preceded with a careful and thorough plan in order to achieve the goal of the lesson effectively, efficiently and safely. It includes deciding the cheap and safe choices of project materials and tools, arranging relatively short-timed project development which is relevant to and doable for the students.

C. Suggestions

Finally, this research brings the researcher to propose some suggestions to the English teacher, the students, and other researchers.

1. To the English teacher

Firstly, besides considering the students' needs, the English teacher should consider their wants as well. Therefore, they will be more enthusiastic and motivated to participate in the English classroom. Secondly, feedback is crucial to their learning development. It will be much better if she provides them with frequent feedback by any means. Thirdly, introducing implicitly or explicitly the

minimum requirements of writing will help them to develop their writing skills. Furthermore, enriching the teaching media and resources, varying the activities, creating motivating and challenging tasks will be good actions to carry out in improving the quality of the teaching-learning process. Lastly, it will be better if she employs PBL or other alternative methods which have been scientifically proved to improve the teaching-learning process instead of the method which has been prescribed by the ministry.

2. To the students

Even though this research shows that their writing had improved, it does not mean that their skills have been sufficient. They still need to learn more about English writing in order to enhance their writing skills, especially for their further writing development. They have to have more practices on it inside or outside the school to develop their writing skills, since English nowadays is dominant in international communication and will be more dominant in the upcoming era. In addition, they need to actively participate during the teaching-learning process such as fulfilling the teacher's commands, accomplishing the assignments, responding to the questions and so on in order to improve their learning achievement.

3. To other researchers

The researcher encourages other researchers to conduct further research on PBL in order to enrich the literature on PBL. The literature enrichment can be in forms of researches on the other skills of English or other project designs. In addition, he suggests to those who are interested to do so that they need to have

deep understanding of its theories due to different opinions about it among experts. Furthermore, it needs careful and thorough preparation before the implementation such as designing the project, arranging the materials and activities, determining the most appropriate grouping technique, planning for time and classroom management during the project development, and choosing relevant topics as well as the media.

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APPENDICES

COURSE GRID

SYLLABUS

Standard of Competency

12. Mengungkapkan makna dalam teks tulis esei pendek sangat sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan terdekat

Basic Competency

- 12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*

Cycle	Indicators	Topic	Materials	Media	Learning Activities	Project Work	Assessment Technique
Cycle One (5x40 minutes)	<ul style="list-style-type: none"> Students are able to identify the generic structure of the descriptive text Students are able to use vocabulary related to 	My Idol	Models of Descriptive Texts Social Function A text aims to describe someone or something Generic Structure Identification:	- LCD projectors - Laptop - Presentation slides - Pictures - Worksheets - LKS - Models of end-products	<i>Start with the Essential Question</i> - The teacher offers the essential question - Students answer some lead-in questions - Students discuss the social function of the descriptive text - Students discuss their idols' biodata <i>Design a Plan for the Project</i> - Students listen to the instructions in	Our Idol's Poster Materials and tools: - Cutters - A piece of folio paper - A container of glue - Pencils/ ballpoints - Marker pens - Photographs Time Allocation:	Practice Test: Writing Practice

parts of the human's body - Students are able to write down sentences in concord - Students are able to use adjective words such as colour, shape and size.	Introducing the general information about the object going to be described. Description: Describing the details of the object going to be described such as the colour, shape, and size. Language Features: Vocabulary - Noun; Face, Eyes, Hair, Body, Nose, Hands, etc. - Adjectives; Beautiful,	developing the project <i>Create a Schedule</i> - The teacher and the students discuss about the deadline of the project - accomplishment <i>Monitor the Students and the Progress of the Project</i> - Students read several examples of descriptive texts - Students discuss the generic structure of the descriptive text - Students discuss parts of the human's body - Students in groups complete a descriptive paragraph (filling gaps) - Students practise to arrange jumbled sentences into a good text - Students in groups practice to write a	20 minutes Procedure: 1. The students are divided into eight groups 2. Each group decides a famous person to be described 3. Each group makes a descriptive text about the famous person 4. Each group puts the descriptive text in a piece of folio paper 5. Each group makes a poster by drawing, decorating, and adding pictures on the piece of folio	
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				<p>Big, Round, Oval, Muscular, Long, Short, Tail, etc.</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Tense - Simple present tense - Noun phrase <p>He has got a round face.</p> <p>She has got blue eyes.</p> <ul style="list-style-type: none"> - Concord <p>He is 27 years old. She is beautiful. He has got a muscular body.</p>	<p>short descriptive text</p> <ul style="list-style-type: none"> - Students listen to feedback given by the teacher - Students individually revise their writing to compose the final writing - Each of groups put its writing, photographs etc in a paper to make a poster and then decorate it. <p><i>Assess the Outcome</i></p> <ul style="list-style-type: none"> - Teacher assesses the students' writing and end products <p><i>Evaluate the Experience</i></p> <ul style="list-style-type: none"> - The teacher and the students reflect on the project development 	paper	
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Cycle Two (6x40 minutes)	<ul style="list-style-type: none"> - Students are able to identify the generic structure of the descriptive text - Students are able to use vocabulary related to a house and rooms - Students are able to use prepositions - Students are able to arrange noun phrases correctly - Students are able to write sentences down in concord - Students are 	My Room	<p>Models of Descriptive Texts</p> <p>Social Function</p> <p>It aim to describe about someone or something</p> <p>Generic Structure</p> <p>Identification:</p> <p>Introducing in general information about the object going to be described</p> <p>Description:</p> <p>Describing the details of the object going to be described such as the colour, shape and size.</p>	<ul style="list-style-type: none"> - LCD projectors - Laptop - Presentation slides - Flashcards - Worksheets - LKS - Models of end product 	<p><i>Start with the Essential Question</i></p> <ul style="list-style-type: none"> - Students review the previous meetings - The teacher offers the essential question - Students answer lead-in questions - Students discuss the social function of the descriptive text - Students read several examples of descriptive texts <p><i>Design a Plan for the Project</i></p> <ul style="list-style-type: none"> - Students listen to the instructions in developing the project <p><i>Create a Schedule</i></p> <ul style="list-style-type: none"> - The teacher and the students discuss about the deadline of the project <p><i>Monitor the Students and the Progress of the</i></p>	<p>Our Room</p> <p>Materials and Tools:</p> <ul style="list-style-type: none"> - Cutters - Pieces of Styrofoam - Glue/ Sellotape - Marker pens <p>Time Allocation: 20 minutes x 2</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. The teacher divides the students into eight groups 2. The teacher distributes pictures of some rooms at home (Bedroom, dining room, kitchen, and bathroom) 3. Each group makes five models of 	Practice Test: Writing Practice
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	able to use adjective words such as colour, shape and size.		<p>Language Features:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> - Noun; Window, door, table, chair, toilet, mirror, etc. - Adjectives; Old, big, small, clean, messy, comfortable, long, short, wide, etc. <p>Grammar:</p> <ul style="list-style-type: none"> - Tense Simple present tense - Noun Phrase <p>There are two</p>		<p><i>Project</i></p> <ul style="list-style-type: none"> - Students discuss things inside a house (completing flashcards about furniture) - Students notice how a descriptive text is organized - Students practise to arrange jumbled sentences into a good text - Students in groups develop the project by creating models of household goods - Students in group practise to write a short descriptive text - Students listen to the teacher's feedback - Students individually revise their writing to compose the final writing - Students in groups develop the project by arranging models of 	<p>things portrayed in the pictures from the pieces of Styrofoam</p> <p>4. The teacher distributes descriptive text to each of groups</p> <p>5. Each group makes a model of a room by putting the models into a box based on the given text</p>	
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				<p>wooden chairs. There is a red table.</p> <ul style="list-style-type: none"> - Proposition There is a picture on the wall. There is a refrigerator next to the oven. The mirror is between the window and the door. 		<p>rooms based on the given texts <i>Assess the Outcome</i> - Teacher assesses the students' writing and end products <i>Evaluate the Experience</i> - The teacher and the students reflect on the project development</p>		
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LESSON PLANS

LESSON PLAN

Sekolah	: SMP Negeri 7 Magelang
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII/II
Siklus	: Siklus Tulis
Ketrampilan Bahasa	: Membaca dan Menulis
Tema/ Alokasi Waktu	: My Idols/ 5 x 40 menit

A. STANDAR KOMPETENSI

11. Memahami makna esei pendek sangat sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan terdekat
12. Mengungkapkan makna dalam teks tulis esei pendek sangat sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan terdekat

B. KOMPETENDI DASAR

Membaca

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive*

Menulis

- 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*

Karakter

Dapat dipercaya (*trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

C. TUJUAN PEMBELAJARAN

Diakhir pembelajaran siswa mampu;

- mengidentifikasi berbagai informasi yang terdapat dalam teks deskriptif
- menulis teks deskriptif secara akurat, lancar dan berterima.

D. INDIKATOR PEMBELAJARAN

- Siswa mampu mengidentifikasi *generic structure* dari teks deskriptif,
- Siswa mampu memahami makna kata-kata terkait (kata benda dan kata sifat)
- Siswa mampu mengidentifikasi fungsi sosial dari teks deskriptif,
- Siswa mampu mengidentifikasi informasi tersurat dalam teks deskriptif,
- Siswa mampu menggunakan vocabulary berkaitan dengan bagian-bagian tubuh,
- Siswa mampu menggunakan *adjectives* (*shapes, colours and sizes*)
- Siswa mampu mengimplementasikan kaidah *sentence agreement*

E. MATERI PEMBELAJARAN*

Contoh-contoh gambar dan teks deskriptif

The Essential Question

“How to describe someone through a written text?”

Pertanyaan apersepsi:

1. What do you know about description?
2. Why do we need to describe?

3. Who is your idol?
4. How does he or she look like?

Materi pembelajaran:

A descriptive text:

A text aims to describe someone or something.

Generic Structure:

- Identification
Introducing in general information about someone or something going to be described.
- Description
Describing in details someone or something in terms of colour, appearance, shape, size and so forth.

Vocabulary:

- Nouns
E.g. face, eyes, hair, body, nose, hands, etc.
- Adjectives
E.g. big, round, oval, muscular, long, short, tall, etc.
- Using simple present tense
- Noun phrase
E.g. He has got **a round face.**, She has got **blue eyes.**, etc.
- Concord
E.g. He is 27 years old., **She is** beautiful., etc.

Media pembelajaran

- Pictures
- LCD projector
- Whiteboard
- Presentation slides
- Worksheets
- Models of end-products

*terlampir

F. METODE PEMBELAJARAN

Pembelajaran berbasis proyek (Project-based Learning)

G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Pertama 2 x 40 menit

No	Kegiatan
1	PEMBUKAAN <ul style="list-style-type: none"> - Siswa menyapa guru - Salah satu siswa memimpin doa untuk membuka pelajaran - Guru mengecek kehadiran siswa - Siswa mendapatkan penjelasan tentang topic pembelajaran hari ini
2	KEGIATAN INTI <p><i>Start With the Essential Question</i></p> <ul style="list-style-type: none"> - Guru memberikan <i>the essential question</i> kepada siswa - Siswa menjawab <i>lead-in questions</i> dari guru - Siswa mendiskusikan fungsi sosial teks deskriptif - Siswa membaca beberapa contoh teks deskriptif - Siswa berdiskusi tentang <i>generic structure</i> teks deskriptif <p><i>Design a Plan for the Project</i></p> <ul style="list-style-type: none"> - Siswa membentuk kelompok masing-masing berisi empat siswa - Siswa mendengarkan instruksi dari guru tentang proyek yang akan mereka lakukan - Siswa mendiskusikan idola yang akan mereka jadikan objek deskripsi <p><i>Create a Schedule</i></p> <ul style="list-style-type: none"> - Siswa dan guru mendiskusikan durasi pengerjaan dan waktu pengumpulan proyek - Siswa melihat contoh hasil <i>end products</i> dari proyek <p><i>Monitor the Students and the Progress of the Project</i></p> <ul style="list-style-type: none"> - Siswa berdiskusi tentang <i>vocabulary</i> berkaitan dengan anggota badan manusia (TASK I) - Siswa berdiskusi tentang kata sifat (TASK II) - Siswa berlatih menyusun <i>noun phrases</i> (TASK III) - Siswa berdiskusi untuk menulis draft teks deskriptif
3	PENUTUPAN <ul style="list-style-type: none"> - Siswa mengumpulkan draft tulisan mereka - Siswa diberi kesempatan bertanya pada guru - Siswa merefleksi kegiatan hari ini - Siswa mendapat PR (LKS) dari guru - Salah satu siswa memimpin doa untuk menutup pelajaran

Pertemuan Kedua 2 x 40 menit

No	Kegiatan
1	PEMBUKAAN <ul style="list-style-type: none"> - Siswa menyapa guru - Salah satu siswa memimpin doa untuk membuka pelajaran - Guru mengecek kehadiran siswa - Siswa duduk sesuai kelompok masing-masing
2	KEGIATAN INTI <i>Monitor the Students and the Progress of the Project</i> <ul style="list-style-type: none"> - Siswa memperhatikan <i>feedback</i> dari guru - Siswa dalam kelompok merevisi draft mereka - Siswa mengerjakan TASK IV - Siswa mengerjakan tugas proyek I
3	PENUTUPAN <ul style="list-style-type: none"> - Siswa diberi kesempatan bertanya pada guru - Mengumpulkan <i>end products</i> mereka - Siswa mendapat PR (LKS) dari guru - Salah satu siswa memimpin doa untuk menutup pelajaran

Pertemuan Ketiga 1 x 45 menit

No	Kegiatan
1	PEMBUKAAN <ul style="list-style-type: none"> - Siswa menyapa guru - Salah satu siswa memimpin doa untuk membuka pelajaran - Guru mengecek kehadiran siswa - Siswa mengumpulkan PR kepada guru - Siswa duduk sesuai kelompok masing-masing
2	KEGIATAN INTI <i>Assess the Outcome</i> <ul style="list-style-type: none"> - Siswa mendapatkan informasi nilai tentang hasil proyek mereka <i>Evaluate the Experience</i> <ul style="list-style-type: none"> - Siswa secara individu menulis sebuah teks deskriptif tentang idola mereka - Siswa merefleksikan proyek yang telah mereka lakukan

3	PENUTUPAN <ul style="list-style-type: none"> - Siswa diberi kesempatan bertanya pada guru - Siswa mendapat informasi tentang pelajaran pertemuan berikutnya - Salah satu siswa memimpin doa untuk menutup pelajaran
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H. PENILAIAN

Indikator dan Teknik Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Penilaian
Membaca: <ul style="list-style-type: none"> - mengidentifikasi <i>generic structure</i> dari teks deskriptif, - memahami makna kata-kata terkait (kata benda dan kata sifat) secara tepat, - mengidentifikasi fungsi sosial teks deskriptif, - mengidentifikasi informasi tersurat dalam teks deskriptif, 	Tes Praktik	Uji Petik Kerja	LKS Uji Kompetensi I halaman 13
Menulis: <ul style="list-style-type: none"> - menggunakan vocabulary berkaitan dengan bagian-bagian tubuh, - menggunakan <i>adjectives (shapes, colours and sizes)</i> - mengimplementasikan kaidah <i>sentence agreement</i> 	Tes Praktik	Tes Tulis	<i>Individual and closed-book writing practice</i>

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Rubrik Penilaian Reading

Uji Kompetensi 1

Nilai siswa = Jawaban benar (20 poin) x 5 = 100

Rubrik Penilaian Writing**

Aspects	Rate/ Score	Criteria
Text Organization	Very Good 5	<ul style="list-style-type: none"> - Consisting of more than two paragraphs - First paragraph containing general description - Other paragraphs containing specific descriptions - Indented paragraphs - Neat writing
	Good 4	<ul style="list-style-type: none"> - Consisting of two paragraphs - First paragraph containing general description - Second paragraph containing specific descriptions - Indented paragraphs - Neat writing
	Fair 3	<ul style="list-style-type: none"> - Consisting of two paragraphs - Unclear correspondence between the contents and the generic structure - Indented paragraphs - Somewhat neat writing
	Poor 2	<ul style="list-style-type: none"> - Having only one paragraph - Unwell-organized content of the paragraphs - Not indented paragraphs - Messed up writing
	Very Poor	<ul style="list-style-type: none"> - Having only one paragraph - Lack of text organization and unwell-organized content - Not indented paragraphs - Messed up writing
Content	Very Good	<ul style="list-style-type: none"> - Good relation between the content and the assigned topic - Clear and sufficient general description - Clear and sufficient specific descriptions - Having personal comment or any useful additional information

	Good 4	<ul style="list-style-type: none"> - Good relation between the content and the assigned topic - Sufficient general description but less clear out of missing points - Sufficient specific descriptions but less clear out of missing points - Having personal useful additional information
	Fair 3	<ul style="list-style-type: none"> - Good relation between the content and the assigned topic - insufficient general description - insufficient specific description
	Poor 2	<ul style="list-style-type: none"> - Having somewhat unrelated content to the assigned topic - Insufficient length of content - Unclear description out of many missing points
	Very Poor	<ul style="list-style-type: none"> - Having unrelated or somewhat unrelated content - Having few sentences only - Missing many points of description
Grammar	Very Good 5	<ul style="list-style-type: none"> - Correct use of prepositions - Agreement between subject and verb in each sentence - Correct use of articles - Correct arrangement of noun phrases - No fragmented sentence
	Good 4	<ul style="list-style-type: none"> - Having occasional mistakes on the use of preposition, agreement between subject and verb, use of article, and arrangement of noun phrases - No fragmented sentences
	Fair 3	<ul style="list-style-type: none"> - Having several mistakes on the use of preposition, agreement between subject and verb, use of article, and arrangement of noun phrases - Occasionally producing fragmented sentences
	Poor 2	<ul style="list-style-type: none"> - Numerous grammar mistakes which rather interfere with the readers' comprehension
	Very Poor	<ul style="list-style-type: none"> - Having many unintelligible sentence structures - Having severe grammatical mistakes that greatly interfere with the readers' comprehension
Vocabulary	Very Good	<ul style="list-style-type: none"> - Rich and various usage of adjectives - Correct vocabulary use - Rich and various usage of vocabulary
	Good 4	<ul style="list-style-type: none"> - Sufficient usage of adjectives - Sufficient usage of nouns - Having occasional misused vocabulary

	Fair 3	<ul style="list-style-type: none"> - Sufficient usage of adjectives but somewhat monotonous - Sufficient usage of nouns but somewhat monotonous - Several misused vocabulary
	Poor 2	<ul style="list-style-type: none"> - Insufficient usage of vocabulary - Many incorrect usage of vocabulary - Failed to produce sufficient numbers of vocabulary in describing the object
	Very Poor	<ul style="list-style-type: none"> - Lack of vocabulary mastery which severely interferes with the description - Numerous incorrect usage of vocabulary
Mechanics	Very Good 5	<ul style="list-style-type: none"> - Capitalizing the first letter of every sentence - Capitalizing the first letter of every proper noun - Ending each sentence with a full stop - Correct use of commas - No misspelling words
	Good 4	<ul style="list-style-type: none"> - Occasionally misspelling words - Occasionally misusing or omitting capitalization or full stop or commas
	Fair 3	<ul style="list-style-type: none"> - Having several mistakes on capitalization, the use of the full stop and comma, and spelling.
	Poor 2	<ul style="list-style-type: none"> - Many mistakes in English writing conventions which distract the readers' comprehension - Many misspelled words
	Very Poor	<ul style="list-style-type: none"> - Disregarding the capitalization and the use of full stops and commas which interferes the message - Severe spelling problems

** Adapted from Brown and Bailey (1984) and Hyland (2003)

Examples of Descriptive Texts and Pictures

Tobey Maguire (Spider Man)

Tobey Maguire is an American actor. His real name is Tobias Vincent Maguire. He is famous for his role as Peter Parker in Spiderman film. He lives in New York City, USA. He is single.

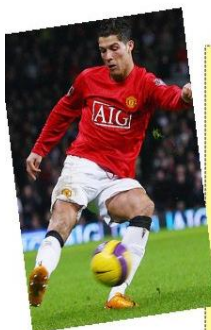
He is 177 cm tall. His weight is 57 kg. He has got a medium weight body. His body is muscular. He has got a round face. His hair is straight and black.

LADY GAGA

This is Lady Gaga, a famous American singer.
 Her real name is Stefani Joanne Angelina Germanotta.
 She is 25 years old. Her birthday is on 28th March.
 Her mum and dad are Italian but they live in New York.
 She has got a sister called Natali.
 She's pretty. She's got straight black hair, brown eyes and a long nose.
 Her favourite color is light purple. Her favourite food is spaghetti.
 She likes very much the pop star Madonna.
 Lady Gaga can play the piano very well.



CRISTIANO RONALDO



This is Cristiano Ronaldo dos Santos Aveiro, a famous football player.
 He plays in Real Madrid football team.
 He is 26 years old. His birthday is on 5th February.
 He comes from Portugal.
 He's got a brother and two sisters.
 He's handsome. He's got brown hair and brown eyes.
 He's 185 cm tall. He can run very fast and he scores many goals.
 His favourite number is 7. His favourite colour is red.
 He likes fish and chips and he drinks Coca Cola.



**Descriptive text:
Describing people**



Descriptive Text

*A text aims to
describe someone or
something.*

..... is an American actor. His real name is Tobias Vincent Maguire. He is famous for his role as Peter Parker in Spiderman film. He lives in New York City, USA. He is single.

He is 177 cm tall. His weight is 57 kg. He has got a medium weight body. His body is muscular. He has got a round face. His hair is straight and black.

His name full name is Entis Sutisna. His famous name is He is a famous comedian in Indonesia. He was born on 15th November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learns Javanese.

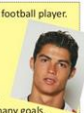
His hair is long with black and yellow colour. He has oval face, flat nose and quite slanting eyes. People know him as a ridiculous man. He is very funny. His joke makes everyone laughing.

He plays in several TV shows such as Opera Van Java (OVJ) and Awas Ada Sule. He also can sing very well. He has very famous song entitled Susis.

CRISTIANO RONALDO



This is Cristiano Ronaldo dos Santos Aveiro, a famous football player. He plays in Real Madrid football team. He is 26 years old. His birthday is on 5th February. He comes from Portugal. He's got a brother and two sisters. He's handsome. He's got brown hair and brown eyes. He's 185 cm tall. He can run very fast and he scores many goals. His favourite number is 7. His favourite colour is red. He likes fish and chips and he drinks Coca Cola.



Generic Structure

First Paragraph or Identification

- Introducing in general information about someone going to be described.
- For example the name, address, age, job etc.

Second Paragraph, third paragraph and so on are descriptions

- Describing in detail someone's appearance,
- For example the body, the hair, the face, and so on.

Sule's Biodata

Real Name	Endis Sulelana	Height	170 cm
Nickname	Sule	Weight	65 kg
Date of Birth	15 November 1976	Nationality	Indonesian
Place of Birth	Cileungsi, Jawa Barat	Family	Wife: Lina Children: Sisley, Betty, Sizwan and Erdinah
Age	Thirty eight	Job	Comedian and Singer
Address	Cileungsi		

Any Question?

Correction Symbols

- Grammar



- Spelling



- Punctuation.



Grammar

- **Don't miss the auxiliary verb.**

She about 27 years old.

Her name Alfita Azzahra.

- **Don't use wrong verb**

She live with her father and her mother.

I has an idol.

He like football.

- **Always use "article" or "plural form" for countable noun.**

Her eye is blue.

I have favourite artist.

He has muscular body.

- **Don't make wrong order.**

He has hair black.

He is player football.

He is now singer favourite in Indonesia.

Vocabulary

- **Don't misspelling.**

Her religious is Kristen.

Her hair color is brown.

He is the winner on Stand Up Comedy.

- **Don't use incorrect words.**

He already to own title Ballon d'Or.

He is football player original Argentina.

She hobby is reading.

Punctuation

- **Always put full stop in the end of the sentence.**

His hobby is playing badminton and football

- **Always use capital letter to write proper name, name of someone, city, country, month.**

Maldini pali was born in mamuju, sulbar.

- **Never use ":"**

His name : Evan Dimas.

His father : Condro Darmono.

- **Always use capital letter to start a sentence.**

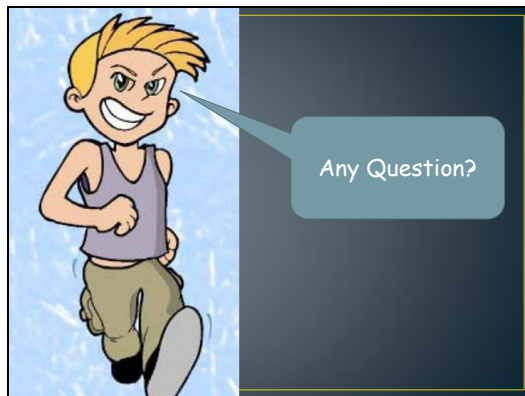
her name is Fatin Shidqia Lubis.

his name is Safrisal Izha.

- **Always put ...st, ...nd, ...rd and ...th to write date.**

She was born on March 13 1995.

His birth is on January 6.



PROJECT WORK I**OUR IDOL'S POSTER**

Bahan dan alat:

- Alat Pemotong
- Kertasfolio
- Bahan pelekats
- Pensil/ Pulpen
- Alat pewarna
- Gambar/foto, dll.

Alokasi waktu: 20 menit

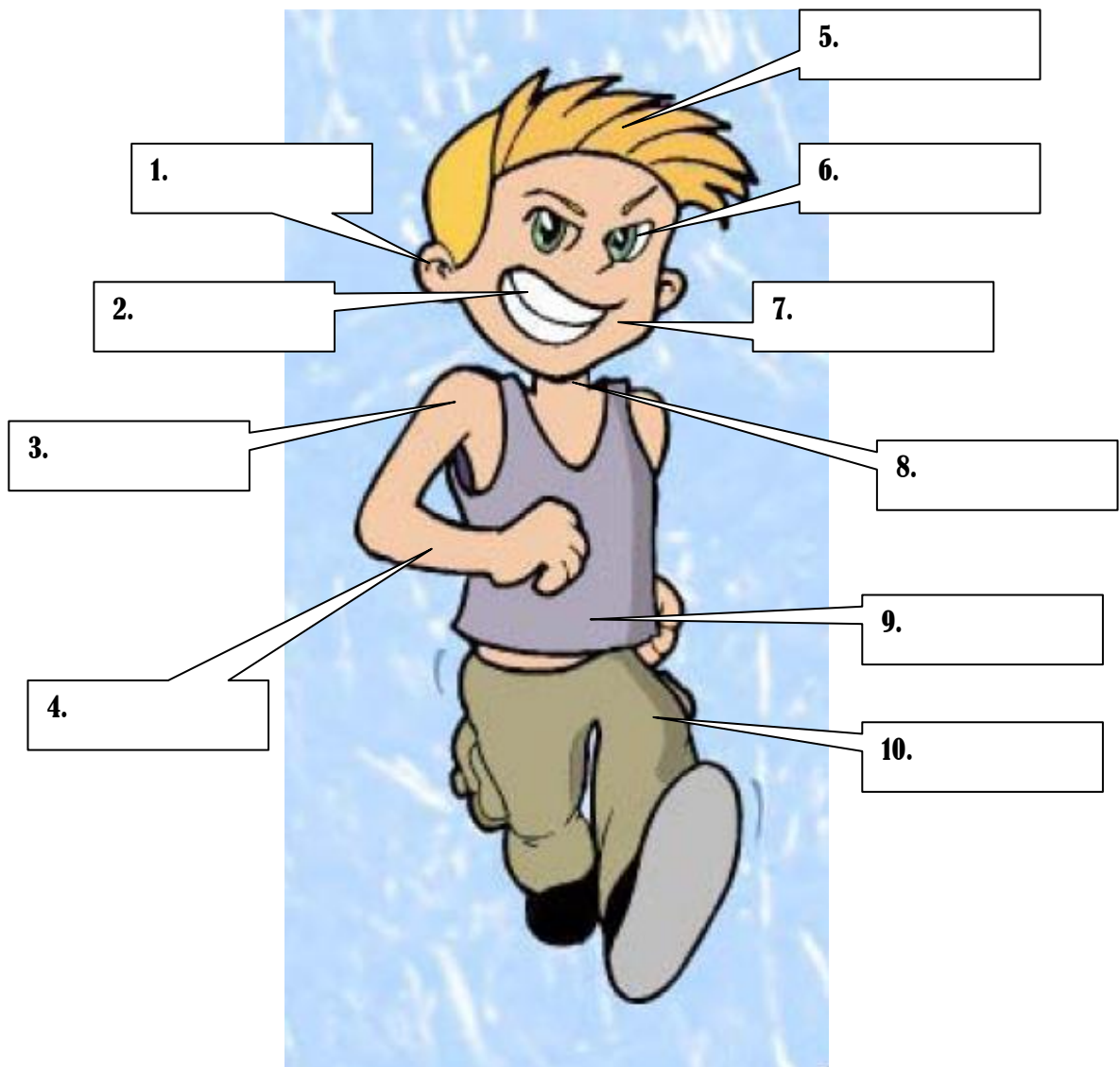
Procedure:

1. Siswa dibagi menjadi berkelompok masing-masing terdiri dari empat siswa.
2. Setiap kelompok menentukan seorang artis atau idola untuk dibuat deskripsinya.
3. Siswa menulis teks deskriptif tentang idola yang telah ditentukan.
4. Setiap kelompok membuat sebuah poster yang terdapat gambar-gambar idola yang telah mereka pilih.
5. Poster juga termasuk sebuah deskripsinya yang telah mereka buat didalam kelompok.
6. Poster boleh dihiasi dengan dekorasi lain.

Student's Worksheet

TASK I

Complete each box below with correct word.

**PARTS THE HUMAN'S
BODY**

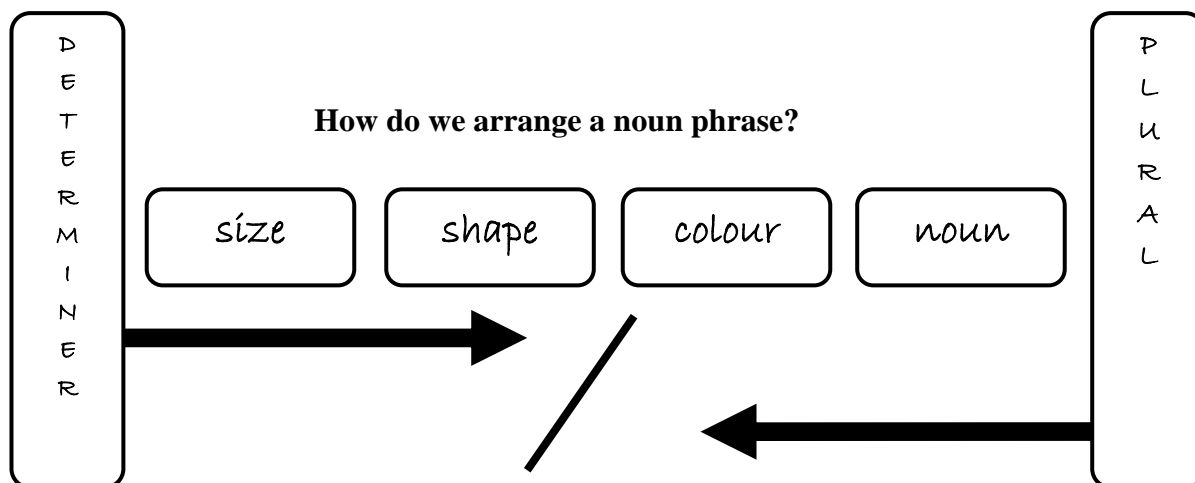
TASK II

Find the Indonesian equivalent meanings of the adjectives below. You may discuss with your friends or consult your dictionary.

PEOPLE'S APPEARANCE



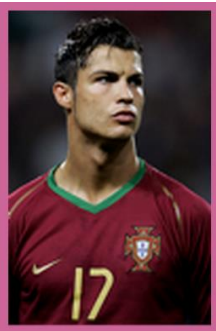



	SIZES	SHAPES	COLOURS
HAIR	- bald () - short () - shoulder length () - long ()	- straight () - wavy () - curly ()	- black () - brown () - blonde () - grey ()
FACE		- round () - oval ()	
EYES	- big () - small ()	- slanted ()	- dark () - blue () - brown () - green ()



BODY	- short ()	- slim ()	
	- medium height ()	- muscular ()	
	- tall ()		
	- thin ()		
	- medium weight ()		
	- fat ()		
SKIN			- white ()
			- dark ()
			- fair ()
			- light brown ()



TASK III

Discuss with your friends and then arrange the jumbled words in the box into a good sentence. The example is in the first box

 <div data-bbox="596 555 793 687"> <p>oval – got – he – has – an - face</p> </div> <div data-bbox="596 707 793 840"> <p>face – oval – is - his</p> </div> <p>- He has got an oval face. - His face is oval.</p>	 <div data-bbox="1102 524 1345 656"> <p>long – she – red – straight – got – has - hair</p> </div> <div data-bbox="1102 676 1345 808"> <p>straight – is – her – red – long- hair - and</p> </div>
 <div data-bbox="550 1023 793 1155"> <p>got – Ronaldo – firm – a – has – neck - strong</p> </div> <div data-bbox="550 1176 793 1337"> <p>Ronaldo's neck — firm- and – is - strong</p> </div>	 <div data-bbox="1102 1023 1345 1191"> <p>got – he – medium weight – has – short – body - a</p> </div> <div data-bbox="1102 1211 1345 1337"> <p>medium weight – his – is –body – and - short</p> </div>
 <div data-bbox="568 1478 793 1615"> <p>got – Sule – thin – a – has – body - tall</p> </div> <div data-bbox="568 1641 793 1794"> <p>his – tall – and – body – is - thin</p> </div>	 <div data-bbox="1094 1478 1345 1671"> <p>got – Mike Tyson – muscular – a – has – body - strong</p> </div> <div data-bbox="1094 1691 1345 1879"> <p>Mike Tyson' body — muscular- and – is - strong</p> </div>

 <div data-bbox="539 327 812 441">Obama – black – has- skin - got</div> <div data-bbox="539 465 812 629">His – black – skin - - is</div>	 <div data-bbox="1078 327 1351 508">Sherina – wavy – has – black – got – shoulder length - hair</div> <div data-bbox="1078 521 1351 714">Sherina' hair – wavy – is – black – and – shoulder length</div>
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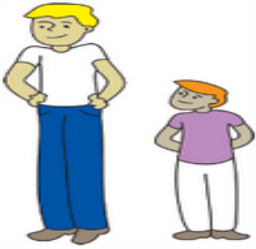
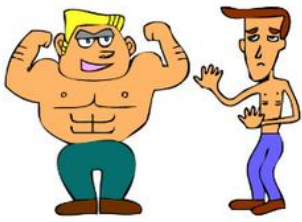




TASK IV

In your group, make a descriptive text about a superstar that you have chosen.

<p>The Title</p> <p>(The name of</p>	
<p>Paragraph 1:</p> <p>Identification</p> <p>(General information about the</p>	
<p>Paragraph 2:</p> <p>Description</p> <p>(Physical appearance of the superstar)</p>	

TASK V

Make comparative sentences based on the pictures below. The example is in the first box.

<p>Jono and Tono (Tall and Short)</p>  <p>Jono is taller than Tono. Tono is shorter than Jono.</p>	<p>Ahmad and Thomas (Muscular and Thin)</p>  <p>Ahmad is more muscular ... Thomas is ...</p>
<p>Sinta and Jane (Slim and Fat)</p> 	<p>Mrs Ratna and Mrs Sandra (Young and Old)</p> 
<p>Dewi and Angel (Beautiful and Ugly)</p> 	<p>Mr John and Mr Rahmat (Black and White)</p> 

Dimas and Rooney (Bad and Good)



Raffi and Caesar (Handsome and Ugly)



LESSON PLAN

Sekolah	: SMP Negeri 7 Magelang
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII/II
Siklus	: Siklus Tulis
Ketrampilan Bahasa	: Membaca dan Menulis
Tema/ Alokasi Waktu	: My Rooms/ 7 x 40 menit

A. STANDAR KOMPETENSI

11. Memahami makna esei pendek sangat sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan terdekat
12. Mengungkapkan makna dalam teks tulis esei pendek sangat sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan terdekat

B. KOMPETENDI DASAR

Membaca

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive*

Menulis

- 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*

Karakter

Dapat dipercaya (*trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

C. TUJUAN PEMBELAJARAN

Diakhir pembelajaran siswa mampu;

- mengidentifikasi berbagai informasi yang terdapat dalam teks deskriptif, dan,
- menulis teks deskriptif secara akurat, lancar dan berterima berkaitan dengan ruangan.

D. INDIKATOR PEMBELAJARAN

- Siswa mampu mengidentifikasi *generic structure* teks deskriptif,
- Siswa mampu mengidentifikasi fungsi sosial teks deskriptif,
- Siswa mampu mengidentifikasi informasi tersurat dalam teks deskriptif,
- Siswa mampu mengidentifikasi makna kata-kata terkait (kata benda dan kata sifat) secara tepat,
- Siswa mampu mengidentifikasi makna kata-kata *prepositions*
- Siswa mampu menggunakan vocabulary berkaitan dengan benda-benda didalam rumah,
- Siswa mampu menggunakan *adjectives (shapes, colours and sizes)*,
- Siswa mampu mengimplementasikan kaidah *sentence agreement*
- Siswa mampu mengubah kata benda tunggal menjadi jamak, dan,
- Siswa mampu menggunakan *preposition* secara tepat.

E. MATERI PEMBELAJARAN*

Contoh-contoh gambar dan teks deskriptif

The Essential Question

“How to describe your room at your house through a written text?”

Pertanyaan apersepsi:

5. What do you know about description?
6. Why do we need to describe?
7. What are rooms at your house?
8. How does your bedroom look like?
9. What are things in your bedroom?

Materi pembelajaran:

A descriptive text:

A text aims to describe someone or something.

Generic Structure:

- Identification
Introducing in general information about someone or something going to be described.
- Description
Describing in details someone or something in terms of the colour, the appearance, the shape, the size and so forth.

Vocabulary:

- Nouns
E.g. window, door, table, chair, toilet, mirror, etc.
- Adjectives
E.g. old, big, small, clean, messy, comfortable, long, short, wide, etc.
- Using simple present tense
- Noun phrase and Pluralization
E.g. There are **two wooden chairs**., There are **two mirrors**., etc.
- Preposition
E.g. There is a picture **on** the wall., There is a refrigerator **next to** the oven., The mirror is **between** the window and the door., etc.
- Concord
E.g. **The mirror is** between the window and the door., **There are two mirrors** etc.

Media pembelajaran

- Pictures
- Flashcards
- LCD projector
- Whiteboard
- Presentation slides
- Worksheets
- Models of end-products

*terlampir

F. METODE PEMBELAJARAN**Pembelajaran berbasis proyek (Project-based Learning)****G. LANGKAH-LANGKAH PEMBELAJARAN**

Pertemuan Pertama 2x45menit

No	Kegiatan
1	PEMBUKAAN <ul style="list-style-type: none"> - Siswa menyapa guru - Salah satu siswa memimpin doa untuk membuka pelajaran - Guru mengecek kehadiran siswa - Siswa mereview pelajaran sebelumnya - Siswa mendapatkan penjelasan tentang topic pembelajaran hari ini
2	KEGIATAN INTI <p><i>Start With the Essential Question</i></p> <ul style="list-style-type: none"> - Guru memberikan the essential question - Siswa menjawab <i>lead-in questions</i> dari guru - Siswa mendiskusikan fungsi sosial dari teks deskriptif - Siswa membaca beberapa contoh teks descriptive <p><i>Design a Plan for the Project</i></p> <ul style="list-style-type: none"> - Siswa dibagi menjadi delapan kelompok masing-masing berisi empat siswa - Siswa mendengarkan instruksi dari guru tentang proyek yang akan mereka

	<p>lakukan</p> <ul style="list-style-type: none"> - Siswa menentukan jenis ruangan yang akan mereka jadikan objek deskripsi <p><i>Create a Schedule</i></p> <ul style="list-style-type: none"> - Siswa dan guru mendiskusikan durasi pengerjaan dan waktu pengumpulan proyek - Siswa melihat contoh hasil <i>end products</i> dari proyek <p><i>Monitor the Students and the Progress of the Project</i></p> <ul style="list-style-type: none"> - Siswa mendiskusikan benda-benda yang ditemukan dalam rumah mereka (TASK I) - Siswa mendiskusikan Flashcard tentang <i>furniture and housewares</i> - Siswa berlatih menyusun <i>noun phrases</i> (TASK II)
3	<p>PENUTUPAN</p> <ul style="list-style-type: none"> - Siswa diberi kesempatan bertanya pada guru - Siswa merefleksi kegiatan hari ini - Siswa mendapat PR (LKS) dari guru - Salah satu siswa memimpin doa untuk menutup pelajaran

Pertemuan Kedua 2x45menit

No	Kegiatan
1	<p>PEMBUKAAN</p> <ul style="list-style-type: none"> - Siswa menyapa guru - Salah satu siswa memimpin doa untuk membuka pelajaran - Guru mengecek kehadiran siswa - Siswa duduk sesuai kelompok masing-masing
2	<p>KEGIATAN INTI</p> <p><i>Monitor the Students and the Progress of the Project</i></p> <ul style="list-style-type: none"> - Siswa mendiskusikan <i>generic structure</i> teks deskriptif - Siswa mendiskusikan <i>prepositions</i> dalam <i>Flashcards II</i> - Siswa berlatih menggunakan <i>prepositions</i> dalam kalimat (TASK II) - Siswa berdiskusi mengisi teks rumpang (TASK III) - Siswa melakukan proyek membuat replika benda-benda di rumah
3	<p>PENUTUPAN</p> <ul style="list-style-type: none"> - Siswa mengumpulkan hasil proyek mereka - Siswa diberi kesempatan bertanya pada guru - Siswa merefleksi kegiatan hari ini

	- Salah satu siswa memimpin doa untuk menutup pelajaran
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Pertemuan Ketiga 1x45 menit

No	Kegiatan
1	PEMBUKAAN <ul style="list-style-type: none"> - Siswa menyapa guru - Salah satu siswa memimpin doa untuk membuka pelajaran - Guru mengecek kehadiran siswa - Siswa duduk sesuai kelompok masing-masing
2	KEGIATAN INTI <i>Monitor the Students and the Progress of the Project</i> <ul style="list-style-type: none"> - Siswa berdiskusi tentang <i>Adjectives Flashcards</i> - Siswa secara berkelompok menulis teks deskriptif
3	PENUTUPAN <ul style="list-style-type: none"> - Siswa mengumpulkan draft mereka - Siswa diberi kesempatan bertanya pada guru - Siswa mendapat informasi tentang kegiatan dipertemuan berikutnya - Salah satu siswa memimpin doa untuk menutup pelajaran

Pertemuan Keempat 2x45 menit

No	Kegiatan
1	PEMBUKAAN <ul style="list-style-type: none"> - Siswa menyapa guru - Salah satu siswa memimpin doa untuk membuka pelajaran - Guru mengecek kehadiran siswa - Siswa duduk sesuai kelompok masing-masing
2	KEGIATAN INTI <i>Monitor the Students and the Progress of the Project</i> <ul style="list-style-type: none"> - Siswa memparhatikan <i>feedback</i> dari guru - Siswa secara individu merevisi tulisan mereka masing-masing - Siswa berkelompok menyelesaikan proyek mereka - Siswa mengerjakan <i>comprehension test</i> (TASK IV) <i>Assess the Outcome</i>

	<ul style="list-style-type: none"> - Siswa mendapatkan informasi nilai tentang hasil proyek mereka <i>Evaluate the Experience</i> - Siswa merefleksikan proyek yang telah mereka lakukan
3	PENUTUPAN <ul style="list-style-type: none"> - Siswa diberi kesempatan bertanya pada guru - Siswa mendapat informasi tentang kegiatan di pertemuan berikutnya - Salah satu siswa memimpin doa untuk menutup pelajaran

H. PENILAIAN

Indikator dan Teknik Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Penilaian
Membaca: <ul style="list-style-type: none"> - mengidentifikasi <i>generic structure</i> teks deskriptif, - mengidentifikasi fungsi sosial teks deskriptif, - mengidentifikasi informasi tersurat dalam teks deskriptif, - mengidentifikasi makna kata-kata terkait (kata benda dan kata sifat) secara tepat, - mengidentifikasi makna kata-kata <i>prepositions</i> Menulis: <ul style="list-style-type: none"> - menggunakan vocabulary berkaitan dengan benda-benda didalam rumah, 	Tes Praktik	Uji Petik Kerja	Task IV

<ul style="list-style-type: none"> - menggunakan <i>adjectives</i> (<i>shapes, colours and sizes</i>), - mengimplementasikan kaidah <i>sentence agreement</i> - mengubah kata benda tunggal menjadi jamak, dan, - Siswa mampu menggunakan <i>preposition</i> secara tepat. 	Tes Praktik	Tes Tulis	<i>Individual and closed-book writing practice</i>
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Rubrik Penilaian Reading

TASK IV

Nilai siswa = (Jawaban benar** x 3) + 10 = 100

**Satu soal= dua poin

Rubrik Penilaian Writing***

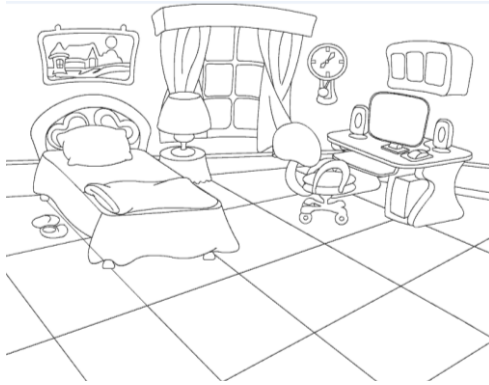
Aspects	Rate/ Score	Criteria
Text Organization	Very Good 5	<ul style="list-style-type: none"> - Consisting of more than two paragraphs - First paragraph containing general description - Other paragraphs containing specific descriptions - Indented paragraphs - Neat writing
	Good 4	<ul style="list-style-type: none"> - Consisting of two paragraphs - First paragraph containing general description - Second paragraph containing specific descriptions - Indented paragraphs - Neat writing
	Fair 3	<ul style="list-style-type: none"> - Consisting of two paragraphs - Unclear correspondence between the contents and the generic structure - Indented paragraphs - Somewhat neat writing

	Poor 2	<ul style="list-style-type: none"> - Having only one paragraph - Unwell-organized content of the paragraphs - Not indented paragraphs - Messed up writing
	Very Poor	<ul style="list-style-type: none"> - Having only one paragraph - Lack of text organization and unwell-organized content - Not indented paragraphs - Messed up writing
Content	Very Good	<ul style="list-style-type: none"> - Good relation between the content and the assigned topic - Clear and sufficient general description - Clear and sufficient specific descriptions - Having personal comment or any useful additional information
	Good 4	<ul style="list-style-type: none"> - Good relation between the content and the assigned topic - Sufficient general description but less clear out of missing points - Sufficient specific descriptions but less clear out of missing points - Having personal useful additional information
	Fair 3	<ul style="list-style-type: none"> - Good relation between the content and the assigned topic - insufficient general description - insufficient specific description
	Poor 2	<ul style="list-style-type: none"> - Having somewhat unrelated content to the assigned topic - Insufficient length of content - Unclear description out of many missing points
	Very Poor	<ul style="list-style-type: none"> - Having unrelated or somewhat unrelated content - Having few sentences only - Missing many points of description
Grammar	Very Good 5	<ul style="list-style-type: none"> - Correct use of prepositions - Agreement between subject and verb in each sentence - Correct use of articles - Correct arrangement of noun phrases - No fragmented sentence
	Good 4	<ul style="list-style-type: none"> - Having occasional mistakes on the use of preposition, agreement between subject and verb, use of article, and arrangement of noun phrases - No fragmented sentences
	Fair 3	<ul style="list-style-type: none"> - Having several mistakes on the use of preposition, agreement between subject and verb, use of article, and arrangement of noun phrases - Occasionally producing fragmented sentences
	Poor 2	<ul style="list-style-type: none"> - Numerous grammar mistakes which rather interfere with the readers' comprehension

	Very Poor	<ul style="list-style-type: none"> - Having many unintelligible sentence structures - Having severe grammatical mistakes that greatly interfere with the readers' comprehension
Vocabulary	Very Good	<ul style="list-style-type: none"> - Rich and various usage of adjectives - Correct vocabulary use - Rich and various usage of vocabulary
	Good 4	<ul style="list-style-type: none"> - Sufficient usage of adjectives - Sufficient usage of nouns - Having occasional misused vocabulary
	Fair 3	<ul style="list-style-type: none"> - Sufficient usage of adjectives but somewhat monotonous - Sufficient usage of nouns but somewhat monotonous - Several misused vocabulary
	Poor 2	<ul style="list-style-type: none"> - Insufficient usage of vocabulary - Many incorrect usage of vocabulary - Failed to produce sufficient numbers of vocabulary in describing the object
	Very Poor	<ul style="list-style-type: none"> - Lack of vocabulary mastery which severely interferes with the description - Numerous incorrect usage of vocabulary
Mechanics	Very Good 5	<ul style="list-style-type: none"> - Capitalizing the first letter of every sentence - Capitalizing the first letter of every proper noun - Ending each sentence with a full stop - Correct use of commas - No misspelling words
	Good 4	<ul style="list-style-type: none"> - Occasionally misspelling words - Occasionally misusing or omitting capitalization or full stop or commas
	Fair 3	<ul style="list-style-type: none"> - Having several mistakes on capitalization, the use of the full stop and comma, and spelling.
	Poor 2	<ul style="list-style-type: none"> - Many mistakes in English writing conventions which distract the readers' comprehension - Many misspelled words
	Very Poor	<ul style="list-style-type: none"> - Disregarding the capitalization and the use of full stops and commas which interferes the message - Severe spelling problems

Examples of Descriptive Texts and Pictures

My Bedroom



My bedroom is a nice place for me. It is a narrow room but it is very neat. I do everything in it like studying, listening to the music, and of course sleeping. It is the most comfortable room for me. It has a pink colour.

I have a nice clock on the wall. Next to the clock are two windows. There are curtains in the window.

Under the window is my bed. There are many dolls on my bed. Next to my bed is my desk. There is a computer on the desk. I clean my bedroom everyday. I really love my bedroom.

My Living Room




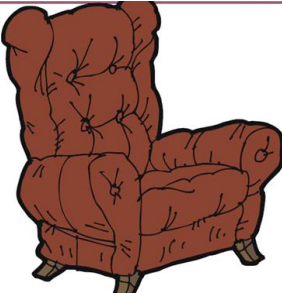

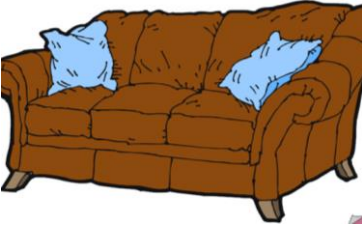

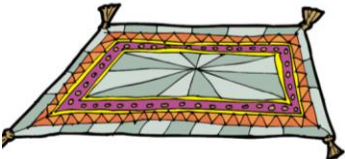



My house has a living room. It is the front of house. It is quite narrow. The floor is paved with ceramics. The wall is orange. It is a very comfortable room.

It has a door and two windows. In the front of the door is a small rug. The windows are always





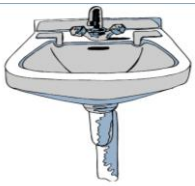

clean. There is a painting between the windows. In the middle of the room, there is a big table. There are two sofas next to the table. There is a vas of fresh flower on the table. In the left corner there is a cabinet. There is a television set on the cabinet. I like to watch TV in my living room.

Flashcards I

Furniture and Housewares

Flashcards II

Prepositions



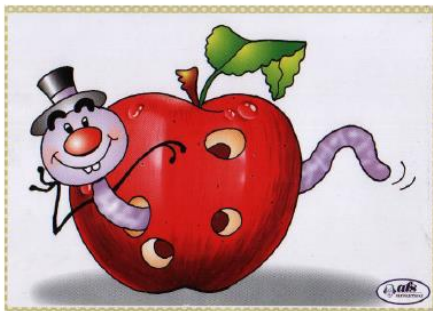
The worm is in front of the apple



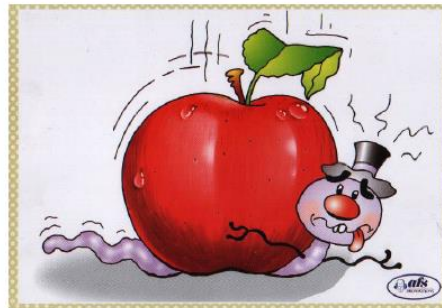
The worm is above the apple



The worm is behind the apple



The worm is in the apple



The worm is under the apple



The worm is between the apples



The worm is on the apple



The worm is next to the apple

Flashcards II
Adjectives

Colours

Dark

...

Bright

...

Black

...

White

...

Materials

Wooden

...

Metal

...

Hard

...

Soft

...

Shapes

Circular

...

Rectangular

...

Sizes

Big

...

Small

...

Wide

...

Narrow

...

*Conditions***Clean**

...

Dirty

...

New

...

Old

...

Beautiful

...

Ugly

...

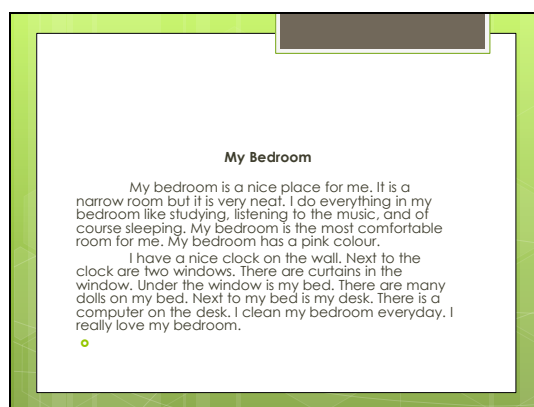
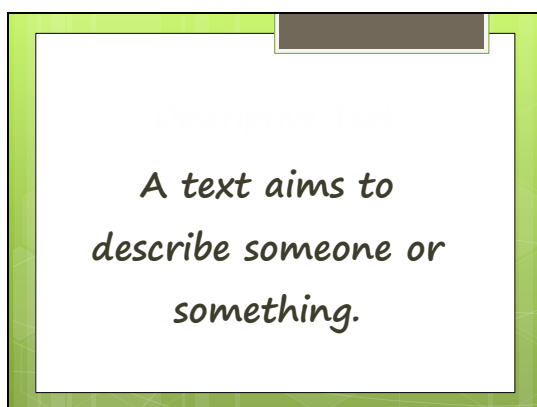
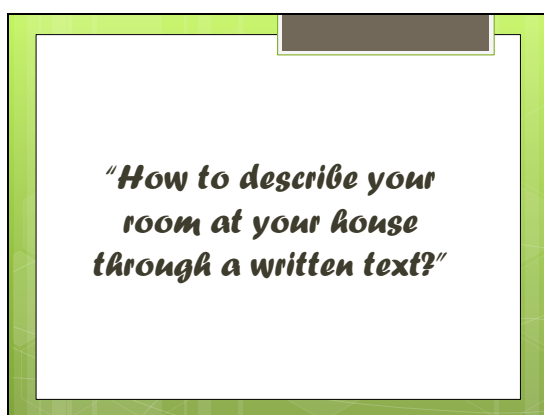
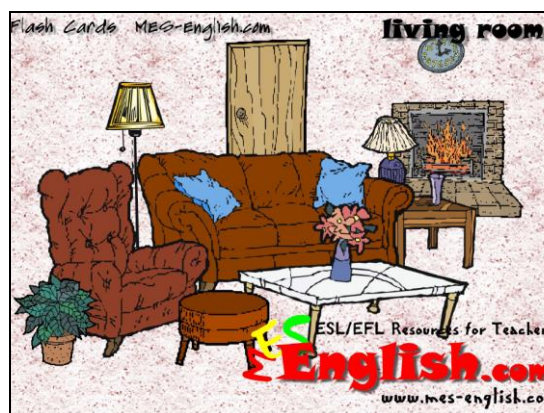
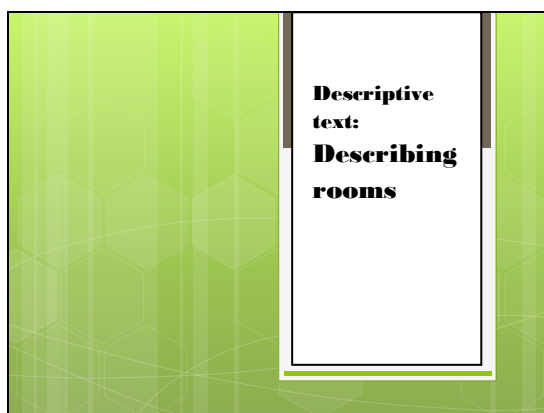
Neat

...

Messy

...

Presentation Slides



My Living Room

My house has a living room. It is the front of house. It is quite narrow. The floor is paved with ceramics. The wall is orange. It is a very comfortable room.

It has a door and two windows. In the front of the door is a small rug. The windows are always clean. There is a painting between the windows. In the middle of the room, there is a big table. There are two sofas next to the table. There is a vase of fresh flower on the table. In the left corner there is a cabinet. There is a television set on the cabinet. I like to watch TV in my living room.

First Paragraph or Identification

- Introducing in general information about the room going to be described.
- For example, what is the colour? Is it wide or narrow? Is it clean or dirty? Etc.

Second Paragraph, third paragraph and so on are descriptions

- Describing in details of the room, especially what inside it are.
- For example, you can mention the kinds of furniture in your room and state their positions.

Correction Symbols

- Grammar
- Spelling
- Punctuation.

Grammar

- Don't miss the auxiliary verb.
- Don't use wrong verb
- Always use "article" or "plural form" for countable noun.
- Don't make wrong order.

Vocabulary

- Don't misspelling.
- Don't use incorrect words.

Punctuation

- o Always put full stop in the end of the sentence.
- o Always use capital letter to write proper name, name of someone, city, country, month.
- o Never use ":"
- o Always use capital letter to start a sentence.
- o Always put ...st, ...nd, ...rd and ...th to write date.

QUESTIONS?

Student's Worksheet

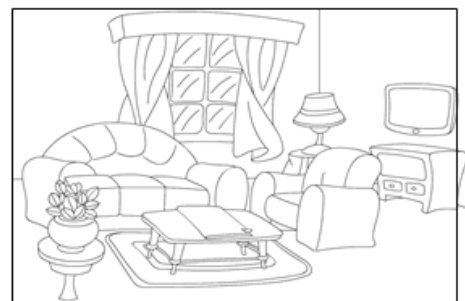
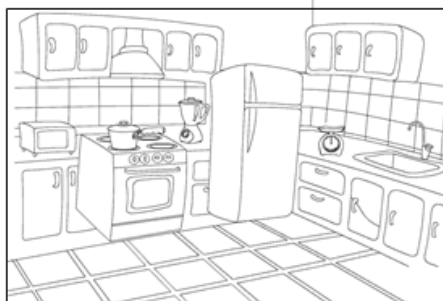
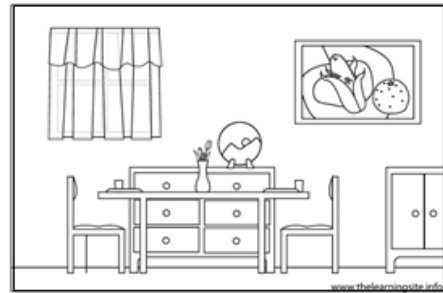
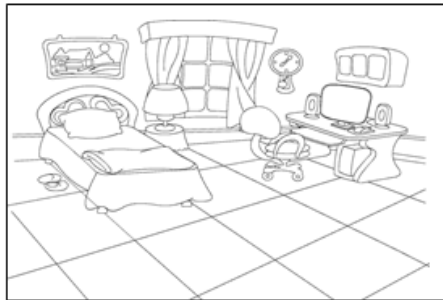
TASK I

List things that you usually find in each room below.

In the living room I can find.....	a table	
In the dining room I can find.....	a window	
In the bedroom I can find.....	a window	
In the kitchen I can find.....	a door	
In the bathroom I can find.....	a door	

TASK III

In your group, complete the descriptive text below based on the pictures.



My Living Room

My living room is wide. The room is very beautiful and comfortable. I usually spent my time with my family here. The floor is floor tile. The wall is yellow. The colour makes the room brighter.

My living room has (a door) and (a window). There are (...) in the window. The door is in the left corner. And the window is next to the door. In the middle of the room, there is (...). Under the table is (...). Next to the table are (...) and (...). In the right corner of my living room, there is (...). In the right side of the lamp is (...). On the cabinet is (...). Besides, my living room has a vas of fresh flower. It makes my living room more beautiful. My family and I like to watch the television.

My Bedroom

My bedroom is wide. The room is very beautiful and comfortable. I usually spend my time in my bedroom to study and sleep. The floor is ceramic floor. I paint my wall white. The colour makes the room brighter.

My bedroom has (a window). There are (...) in the window. It has a door on the other side of the window. In the left side of the window is (...). Next to the lamp is (...). There is (...) above my bed. There is (...) in the right side of my bedroom. (...) is on the desk. There is (...) in the front of the desk. I use this computer to do my homework. I love my bedroom so much.

My Kitchen

My kitchen is not too wide. It is very clean and neat. My mother and I like to cook in the kitchen. The floor is tiles. The wall is ceramic. The ceramic wall makes my kitchen looks clean.

In the corner, there is (...). There is (a door) on the other side of the fridge. My mother stores fruit and vegetable in it. There are (...) on the wall. There is a (...) on the right side of the fridge. A tap is on the sink. Meanwhile (

...). is on the left side of the fridge. I usually cook use this stove. There is (...). next to this stove. I use the oven to heat cooked food. My kitchen is the best place to cook.

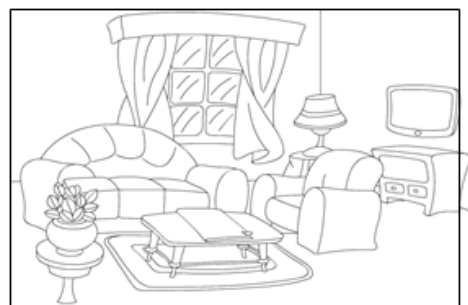
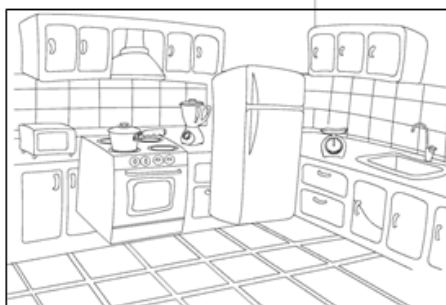
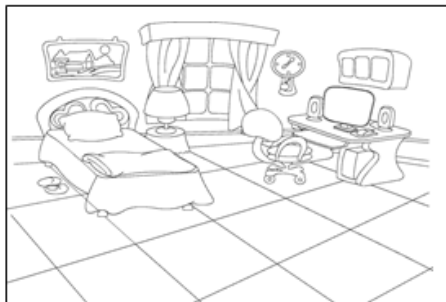
My Dining Room

My dining room is medium size. It is simple and neat. My family eat together in this room three times a day. The floor is tiles. The wall is white. The white wall makes my kitchen looks large.

There is (...) in the middle of the room. There are (...) on the left and on the right of the table. There is (...) on the table. Next to the table is (...). There are plates, bowls, drinking glasses and spoon in the cabinet. There are (...) and (...) on the wall. The (window). is in the left side. Meanwhile the painting is in the right side. The painting is very beautiful. There is (...) under the painting. The door is next to the cupboard. My dining room is a comfortable place to eat.

TASK III

Complete the table below based on the picture that your group get.



THINGS IN				
No.	Name of the thing	Number	Narration	Position
1	door	one	There is a door.	There is a door on the other side of the window.
2	wheelchair	one	There is a wheelchair.	...
3	speakers	two
4	

My Beloved House

I live in a house located in Jalan Sunan Ampel in Magelang city. My house is the place I and my family live. It is white. It has two floors. It is very nice because I can see Mount Merbabu from the second floor of my house. There are four rooms in my house. It has a living room and dining room in the first floor and there are a bedroom, kitchen and bath room in the second floor.

The first room is living room. My living room is wide. The room is very comfortable. I usually watch TV in this room. There is a wooden cabinet next to the door. There is a new television set on the cabinet. On the other side of the television set is my soft sofa. I always sit on the sofa to watch the TV. Next to the sofa is a lamp. There are a beautiful painting and an air conditioner on the wall. There is a rectangular window between the AC and the painting.

The second room is a dining room. My dining room is medium size. I eat in this room three times a day. There is a rectangular table in the middle of the room. There are two wooden chairs on the left and on the right of the table. So, the table is between the chairs. There is a glass vas of flower on the table. Next to the table is an old cabinet. I save my

plates, bowls, drinking glasses and spoon in the cabinet. Above the cabinet is a window with two curtains.

The third room is a bedroom. It is in the second floor. My bedroom is clean. It is very comfortable. I sleep and study everyday in my bedroom. A door is on the left corner. In the front of the door is a small rug. In the right corner is an oval lamp. Next to the lamp is my bed. There are a thick blanket and two circular pillows on the bed. A beautiful painting is above my bed. There is a metal desk in the right side of my bedroom. A new computer is on the desk.

The fourth room is a kitchen. It is small but very neat. I like to cook in the kitchen. In the corner, there is a white fridge. There is a green door on the other side of the fridge. There are two wooden cupboards on the wall. There is a clean sink on the right side of the fridge. A small tap is on the sink. Meanwhile a stove is on the left side of the fridge.

TASK IV

Read the text above then answer the questions below.

1. Where is the house located?
2. Why the house is very nice?
3. How is the house?
4. How many rooms are there?
5. How many floors does the house have?
6. What are rooms in the first floor?
7. Where do you find a stove?
8. Where do you find a television set?
9. Where do you find an old door?
10. Where do you find two wooden chairs?
11. Where is the window in the living room?
12. What are in the dining room?
13. What are in the living room?
14. What are in the bedroom?
15. What are in the kitchen?

PROJECT WORK II

OUR ROOM

Alat dan Bahan:

- Pemotong
- Styrofoam (gabus)
- Bahan pelekats
- Spidol

Alokasi waktu: 20 menit x 2

Prosedur:

1. Siswa dibagi menjadi empat kelompok (Kelompok “Bedroom”, “Living room”, “Dining room” dan “Kitchen”).
2. Setiap kelompok membuat lima buah replika benda-benda yang dalam ruangnya.
3. Setiap kelompok menyusun replika-replika mereka menjadi sebuah tiruan ruangan berdasarkan teks yang diberikan oleh guru. Diberikan waktu 20 menit untuk menyelesaikan *End-product* kemudian dikumpulkan.

WRITING ASSESSMENT RUBRIC

The Writing Assessment Rubric*

Aspects	Rate/ Score	Criteria
Text Organization	Very Good 5	<ul style="list-style-type: none"> - Consisting of more than two paragraphs - First paragraph containing general description - Other paragraphs containing specific descriptions - Indented paragraphs - Neat writing
	Good 4	<ul style="list-style-type: none"> - Consisting of two paragraphs - First paragraph containing general description - Second paragraph containing specific descriptions - Indented paragraphs - Neat writing
	Fair 3	<ul style="list-style-type: none"> - Consisting of two paragraphs - Unclear correspondence between the contents and the generic structure - Indented paragraphs - Somewhat neat writing
	Poor 2	<ul style="list-style-type: none"> - Having only one paragraph - Unwell-organized content of the paragraphs - Not indented paragraphs - Messed up writing
	Very Poor	<ul style="list-style-type: none"> - Having only one paragraph - Lack of text organization and unwell-organized content - Not indented paragraphs - Messed up writing
Content	Very Good	<ul style="list-style-type: none"> - Good relation between the content and the assigned topic - Clear and sufficient general description - Clear and sufficient specific descriptions - Having personal comment or any useful additional information
	Good 4	<ul style="list-style-type: none"> - Good relation between the content and the assigned topic - Sufficient general description but less clear out of missing points - Sufficient specific descriptions but less clear out of missing points - Having personal useful additional information
	Fair 3	<ul style="list-style-type: none"> - Good relation between the content and the assigned topic - insufficient general description - insufficient specific description
	Poor 2	<ul style="list-style-type: none"> - Having somewhat unrelated content to the assigned topic - Insufficient length of content - Unclear description out of many missing points

	Very Poor	<ul style="list-style-type: none"> - Having unrelated or somewhat unrelated content - Having few sentences only - Missing many points of description
Grammar	Very Good 5	<ul style="list-style-type: none"> - Correct use of prepositions - Agreement between subject and verb in each sentence - Correct use of articles - Correct arrangement of noun phrases - No fragmented sentence
	Good 4	<ul style="list-style-type: none"> - Having occasional mistakes on the use of preposition, agreement between subject and verb, use of article, and arrangement of noun phrases - No fragmented sentences
	Fair 3	<ul style="list-style-type: none"> - Having several mistakes on the use of preposition, agreement between subject and verb, use of article, and arrangement of noun phrases - Occasionally producing fragmented sentences
	Poor 2	<ul style="list-style-type: none"> - Numerous grammar mistakes which rather interfere with the readers' comprehension
	Very Poor	<ul style="list-style-type: none"> - Having many unintelligible sentence structures - Having severe grammatical mistakes that greatly interfere with the readers' comprehension
Vocabulary	Very Good	<ul style="list-style-type: none"> - Rich and various usage of adjectives - Correct vocabulary use - Rich and various usage of vocabulary
	Good 4	<ul style="list-style-type: none"> - Sufficient usage of adjectives - Sufficient usage of nouns - Having occasional misused vocabulary
	Fair 3	<ul style="list-style-type: none"> - Sufficient usage of adjectives but somewhat monotonous - Sufficient usage of nouns but somewhat monotonous - Several misused vocabulary
	Poor 2	<ul style="list-style-type: none"> - Insufficient usage of vocabulary - Many incorrect usage of vocabulary - Failed to produce sufficient numbers of vocabulary in describing the object
	Very Poor	<ul style="list-style-type: none"> - Lack of vocabulary mastery which severely interferes with the description - Numerous incorrect usage of vocabulary

Mechanics	Very Good 5	<ul style="list-style-type: none"> - Capitalizing the first letter of every sentence - Capitalizing the first letter of every proper noun - Ending each sentence with a full stop - Correct use of commas - No misspelling words
	Good 4	<ul style="list-style-type: none"> - Occasionally misspelling words - Occasionally misusing or omitting capitalization or full stop or commas
	Fair 3	<ul style="list-style-type: none"> - Having several mistakes on capitalization, the use of the full stop and comma, and spelling.
	Poor 2	<ul style="list-style-type: none"> - Many mistakes in English writing conventions which distract the readers' comprehension - Many misspelled words
	Very Poor	<ul style="list-style-type: none"> - Disregarding the capitalization and the use of full stops and commas which interferes the message - Severe spelling problems

* Adapted from Brown and Bailey (1984) and Hyland (2003)

THE STUDENTS' SCORES

**THE STUDENTS' WRITING SCORES OF THE RATER ONE
IN THE PRE-TEST**

NO	NAMA	NILAI					
		Text Organization	Content	Grammar	Vocabulary	Mechanism	Total Score
1	ACHMAD FAUZIAN F	1	2	2	1	2	8
2	AFNI RAHMANIA	2	1	2	1	1	7
3	AKBAR BUDI P	2	2	1	1	1	7
4	AKHMAD SYARIF A	2	3	1	2	1	9
5	AKMIL ENJIM Z	2	2	1	1	1	7
6	ANANDA CAHYA P	2	2	2	1	1	8
7	ANDIKA THEO PR	2	3	2	2	3	12
8	ANGGRIAWAN BAGUS S	2	2	3	2	3	12
9	ANISA DIAH K	4	2	3	4	3	16
10	ANRES CRISANDRA S	2	2	2	2	2	10
11	CLARESTA AMANDHA	2	2	4	2	3	13
12	DHEA LUTHFI P	2	2	2	3	2	11
13	DIAN AYU K	2	3	3	3	3	14
14	ERZA WAHYU K	1	1	2	1	1	6
15	FEBI SEKAR P	2	3	2	2	3	12
16	FIRCOH FIRMANSYAH	2	2	1	1	1	7
17	FUAD HIDAYATULLAH	2	2	1	2	1	8
18	INDRA YANA S	2	1	1	1	2	7

19	JANIKA SUKMA A	2	2	1	2	2	9
20	MAHENDRA DEFFA S	2	3	2	2	2	11
21	MELA DANIA	1	1	3	2	2	9
22	MUHAMMAD FACHRI F	1	1	1	1	2	6
23	MUHAMMAD FARHAN F	2	2	2	2	2	10
24	REZA AL FATHA U W	2	2	2	1	1	8
25	RIYAN ARI SULISTYO	1	1	1	1	1	5
26	RIZKY NILA S	2	3	2	3	3	13
27	RISANG SURYO N	2	1	2	2	2	9
28	SAFRISAL IHZA A	4	4	2	2	2	14
29	SHAFARINA RESTU I	2	3	4	4	4	17
30	SHELA NANDA K	2	2	1	2	2	9
31	VIENA FERNANDA Y	4	4	2	2	2	14
32	VITA OKTAVIANI	2	2	2	2	2	10
33	YUNIAR RIZKI C	2	2	2	2	2	10
34	ZUKHRUF IZET M	2	2	2	2	1	9

Magelang, 6 Februari 2014

Penilai 1

Bayu Pratomo
10202244009

**THE STUDENTS' WRITING SCORES OF THE RATER TWO
IN THE PRE-TEST**

NO	NAMA	NILAI					
		Text Organization	Content	Grammar	Vocabulary	Mechanism	Total Score
1	ACHMAD FAUZIAN F	1	2	1	1	1	6
2	AFNI RAHMANIA	2	3	1	1	1	8
3	AKBAR BUDI P	2	2	1	1	1	7
4	AKHMAD SYARIF A	2	3	1	2	1	9
5	AKMIL ENJIM Z	2	3	1	1	2	9
6	ANANDA CAHYA P	2	2	1	1	1	7
7	ANDIKA THEO PR	2	3	2	2	3	12
8	ANGGRIAWAN BAGUS S	2	3	2	3	3	13
9	ANISA DIAH K	4	3	3	3	3	16
10	ANRES CRISANDRA S	2	3	1	1	1	8
11	CLARESTA AMANDHA	2	3	3	3	4	15
12	DHEA LUTHFI P	2	3	1	2	2	10
13	DIAN AYU K	2	3	2	2	3	12
14	ERZA WAHYU K	1	1	1	1	1	5
15	FEBI SEKAR P	2	3	1	2	1	9
16	FIRCOH FIRMANSYAH	1	2	1	1	1	6
17	FUAD HIDAYATULLAH	2	3	2	3	2	12
18	INDRA YANA S	2	2	1	1	2	8

19	JANIKA SUKMA A	2	3	1	1	2	9
20	MAHENDRA DEFFA S	2	3	2	2	2	11
21	MELA DANIA	2	2	1	1	2	8
22	MUHAMMAD FACHRI F	1	2	1	1	1	6
23	MUHAMMAD FARHAN F	2	3	2	2	4	13
24	REZA AL FATHA U W	2	2	1	1	1	7
25	RIYAN ARI SULISTYO	1	1	1	1	1	5
26	RIZKY NILA S	2	3	1	2	2	10
27	RISANG SURYO N	2	2	1	1	1	7
28	SAFRISAL IHZA A	3	3	1	2	2	11
29	SHAFARINA RESTU I	2	3	3	3	3	14
30	SHELA NANDA K	2	3	1	1	2	9
31	VIENA FERNANDA Y	4	3	2	2	2	13
32	VITA OKTAVIANI	2	2	1	2	1	8
33	YUNIAR RIZKI C	2	3	1	2	2	10
34	ZUKHRUF IZET M	2	3	2	2	2	11

Magelang, 6 Februari 2014

Penilai 2

Dyah Imaningrum
10202244013

**THE STUDENTS' WRITING SCORES OF THE RATER ONE
IN THE POST-TEST**

NO	NAMA	NILAI					
		Text Organization	Content	Grammar	Vocabulary	Mechanism	Total Score
1	ACHMAD FAUZIAN F	4	4	4	4	4	22
2	AFNI RAHMANIA	3	4	4	4	4	19
3	AKBAR BUDI P	4	4	3	3	2	16
4	AKHMAD SYARIF A	4	4	2	3	1	14
5	AKMIL ENJIM Z	4	4	3	3	3	17
6	ANANDA CAHYA P	4	4	2	3	3	16
7	ANDIKA THEO PR	4	4	3	3	4	18
8	ANGGRIAWAN BAGUS S	4	4	4	4	4	25
9	ANISA DIAH K	4	4	3	3	3	17
10	ANRES CRISANDRA S	4	4	2	3	3	16
11	CLARESTA AMANDHA	4	3	4	4	4	19
12	DHEA LUTHFI P	4	4	2	3	4	17
13	DIAN AYU K	4	4	4	3	4	19
14	ERZA WAHYU K	4	4	2	3	3	16
15	FEBI SEKAR P	3	3	2	3	3	14
16	FIRCOH FIRMANSYAH	3	4	2	3	1	13
17	FUAD HIDAYATULLAH	4	4	2	3	2	15
18	INDRA YANA S	3	3	1	3	2	12

19	JANIKA SUKMA A	4	4	1	2	4	15
20	MAHENDRA DEFFA S	4	4	3	4	4	20
21	MELA DANIA	4	4	4	4	4	20
22	MUHAMMAD FACHRI F	4	4	3	3	3	17
23	MUHAMMAD FARHAN F	4	4	4	4	4	20
24	REZA AL FATHA U W	4	4	2	3	2	15
25	RIYAN ARI SULISTYO	1	1	1	1	1	5
26	RIZKY NILA S	4	3	2	3	4	16
27	RISANG SURYO N	4	4	4	4	3	19
28	SAFRISAL IHZA A	4	4	2	3	2	15
29	SHAFARINA RESTU I	4	4	3	4	4	19
30	SHELA NANDA K	4	4	4	3	4	19
31	VIENA FERNANDA Y	4	4	3	3	4	18
32	VITA OKTAVIANI	4	4	2	3	3	16
33	YUNIAR RIZKI C	4	4	3	3	4	18
34	ZUKHRUF IZET M	4	4	3	2	4	17

Magelang, 6 Februari 2014

Penilai 1

Bayu Pratomo
10202244009

**THE STUDENTS' WRITING SCORES OF THE RATER TWO
IN THE POST-TEST**

NO	NAMA	NILAI					
		Text Organization	Content	Grammar	Vocabulary	Mechanism	Total Score
1	ACHMAD FAUZIAN F	4	4	4	4	4	22
2	AFNI RAHMANIA	3	4	3	4	4	18
3	AKBAR BUDI P	4	4	4	4	2	18
4	AKHMAD SYARIF A	4	4	2	3	1	14
5	AKMIL ENJIM Z	4	4	3	4	3	18
6	ANANDA CAHYA P	4	4	2	3	3	16
7	ANDIKA THEO PR	4	4	3	4	4	19
8	ANGGRIAWAN BAGUS S	4	4	4	4	4	25
9	ANISA DIAH K	3	4	4	3	3	17
10	ANRES CRISANDRA S	4	4	2	4	4	18
11	CLARESTA AMANDHA	4	4	4	4	4	20
12	DHEA LUTHFI P	4	4	1	2	4	15
13	DIAN AYU K	4	4	4	3	4	19
14	ERZA WAHYU K	4	4	2	3	3	16
15	FEBI SEKAR P	4	4	2	3	3	16
16	FIRCOH FIRMANSYAH	4	4	4	4	1	17
17	FUAD HIDAYATULLAH	4	4	2	3	2	15
18	INDRA YANA S	3	2	1	3	2	11

19	JANIKA SUKMA A	4	4	1	3	4	16
20	MAHENDRA DEFFA S	3	4	3	4	4	20
21	MELA DANIA	4	4	3	4	4	19
22	MUHAMMAD FACHRI F	4	4	3	3	3	17
23	MUHAMMAD FARHAN F	4	4	4	4	4	20
24	REZA AL FATHA U W	4	4	2	3	3	16
25	RIYAN ARI SULISTYO	1	1	1	1	1	5
26	RIZKY NILA S	4	4	2	4	3	17
27	RISANG SURYO N	4	4	3	4	3	18
28	SAFRISAL IHZA A	3	2	1	3	2	11
29	SHAFARINA RESTU I	4	4	2	4	4	18
30	SHELA NANDA K	4	4	4	3	3	18
31	VIENA FERNANDA Y	4	4	3	4	3	18
32	VITA OKTAVIANI	4	4	2	3	2	15
33	YUNIAR RIZKI C	4	4	2	4	4	18
34	ZUKHRUF IZET M	4	4	3	3	4	18

Magelang, 6 Februari 2014

Penilai 2

Dyah Imaningrum
10202244013

THE QUANTITATIVE DATA ANALYSES

T-Test of the Students' Scores

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	post_test	16.882	34	3.3373	.5723
	pre_test	9.9118	34	2.95796	.50729

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	post_test & pre_test	34	.373	.030

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	post_test - pre_test	6.97059	3.53755	.60668	5.73628	8.20490	11.490	33	.000

T-Test of the Students' Text Organization Scores

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	organization_posttest	3.853	34	.6575	.1128
	organization_pretest	2.0294	34	.71712	.12298

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	organization_posttest & organization_pretest	34	.202	.251

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	organization_posttest-organization_pretest	1.82353	.86936	.14909	1.52019	2.12686	12.231	33	.000

T-Test of the Students' Content Scores

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	content_posttest	3.824	34	.6262	.1074
	content_pretest	2.1176	34	.80772	.13852

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	content_posttest & content_pretest	34	.162	.360

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	content_posttest - content_pretest	1.70588	.93839	.16093	1.37846	2.03330	10.600	33	.000

T-Test of the Students' Grammar Scores

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	grammar_posttest	2.794	34	1.0668	.1830
	grammar_pretest	1.9412	34	.81431	.13965

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	grammar_posttest & grammar_pretest	34	.474	.005

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower Upper			
Pair 1	grammar_posttest-grammar_pretest	.85294	.98880	.16958	.50793 1.19795	5.030	33	.000

T-Test of the Students' Vocabulary Scores

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	vocab_posttest	3.176	34	.7165	.1229
	vocab_pretest	1.8824	34	.80772	.13852

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	vocab_posttest & vocab_pretest	34	.142	.424

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower Upper			
Pair 1	vocab_posttest-vocab_pretest	1.29412	1.00089	.17165	.94489 1.64334	7.539	33	.000

T-Test of the Students' Mechanic Scores

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	mechanics_posttest	3.235	34	1.0747	.1843
	mechanics_pretest	1.9412	34	.81431	.13965

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	mechanics_posttest & mechanics_pretest	34	.536	.001

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower Upper			
Pair 1	mechanics_posttest-mechanics_pretest	1.29412	.93839	.16093	.96670 1.62154	8.041	33	.000

Inter-rater Correlations of the Pre-test**Correlations**

		rater_one	rater_two
rater_one	Pearson Correlation	1	.825**
	Sig. (2-tailed)		.000
	N	34	34
rater_two	Pearson Correlation	.825**	1
	Sig. (2-tailed)	.000	
	N	34	34

** . Correlation is significant at the 0.01 level (2-tailed).

Inter-rater Correlations of the Post-test**Correlations**

		rater_two	rater_one
rater_two	Pearson Correlation	1	.918**
	Sig. (2-tailed)		.000
	N	34	34
rater_one	Pearson Correlation	.918**	1
	Sig. (2-tailed)	.000	
	N	34	34

** . Correlation is significant at the 0.01 level (2-tailed).

THE RESEARCH INSTRUMENTS

INTERVIEW GUIDELINE

FOR THE TEACHER BEFORE THE IMPLEMENTATION

1. WRITING

- a. Menurut sepengetahuan anda, sudahkah para siswa paham *writing convention* dalam bahasa inggris?
- b. Sejauh ini, bagaimanakah kemampuan menulis para siswa?
- c. Kesulitan apa yang ditemui siswa dalam menulis?
- d. Bagaimana motivasi mereka ketika *writing class*?

2. TEACHING TECHNIQUE

- a. Kesulitan apa yang anda temui dalam mengajar *writing class*?
- b. Usaha apa saja yang telah anda lakukan untuk mengatasi masalah-masalah tersebut atau meningkatkan kemampuan menulis siswa?
- c. Adakah usaha anda agar siswa diluar jam bisa melakukan *self-learning* dalam menulis? Perlukah hal seperti itu?

3. MEDIA

- a. Media apa saja yang telah anda dimanfaatkan untuk mengajar?
- b. Apa pendapat anda jika pembelajaran mengharuskan siswa menggunakan IT seperti mengakses internet, mengolah tulisan dengan MS words, *printing* dan pembuatan tugas proyek? Apa saja yang harus dipertimbangkan untuk melakukannya?

INTERVIEW GUIDELINE

FOR THE COLLABORATOR AFTER THE IMPLEMENTATION

1. WRITING

- a. Merujuk pada *writing score* mereka, apakah kemampuan menulis mereka meningkat?
- b. Kesulitan apa yang masih dominan ditemui dalam tulisan mereka?
- c. Agar kemampuan menulis siswa lebih meningkat lagi, apa saran untuk cycle berikutnya?

2. TEACHING TECHNIQUE

- d. Apakah *steps* mengajar yang saya terapkan sudah sesuai?
- e. Apa yang masih perlu dibenahi berkaitan dengan teknik mengajar?
- f. Bagaimana motivasi mereka dalam mengikuti pelajaran?
- g. Bagaimana interaksi siswa dalam mengikuti pelajaran?
- h. Mengenai teknik mengajar dan media, apa saran untuk cycle berikutnya?

3. MEDIA

- c. Bagaimana pendapat anda tentang penerapan tugas siswa yang mengharuskan mereka menggunakan IT seperti mengakses internet, mengolah tulisan dengan MS words, *printing* dan menyelesaikan proyek?
- d. Sudah bagus penerapan tugas proyek siswa pada cycle ini? Jika belum apa yang kurang?
- e. Mengenai tugas proyek, apa saran untuk cycle berikutnya?

INTERVIEW GUIDELINE

FOR STUDENTS AFTER THE IMPLEMENTATION

1. WRITING

- a. Bagaimana pembelajaran selama seminggu ini?
- b. Apakah pelajaran ini mempengaruhi kemampuan menulismu? Apa yang kamu pelajari dari pelajaran seminggu ini?
- c. Setelah mengikuti pelajaran, apakah menulis dalam bahasa Inggris masih sulit? Kalau masih, aspek apa yang sulit?

2. TEACHING TECHNIQUE

- a. Sukakah kamu dengan cara mengajar guru?
- b. Apa pendapatmu tentang cara guru mengajar?
- c. Apakah kamu paham dengan apa yang diajarkan guru? Kalau tidak kenapa?
- d. Apa yang perlu dibenahi dari cara mengajar guru sejauh ini?

3. MEDIA

- a. Apa kamu suka dengan media yang digunakan guru? Kenapa?
- b. Apakah media tersebut membantumu dalam memahami pelajaran?
- c. Apa pendapatmu tentang pemberian tugas yang mengharuskan kamu menggunakan IT seperti mengakses internet, mengolah tulisan dengan MS words, *printing* dan membuat proyek lainnya? Sulitkah?
- d. Apakah tugas proyek ini menarik?
- e. Bagaimana kelompokmu mengerjakannya?
- f. Apa kerja kelompok mengerjakan proyek ini membantu belajar bahasa Inggris?

INTERVIEW GUIDELINES
FOR THE COLLABORATOR AFTER THE IMPLEMENTATION
OF CYCLE II

1. WRITING

- a. Merujuk pada *writing score* mereka, apakah kemampuan menulis mereka bisa dikatakan meningkat? Seberapa tinggi peningkatan itu?
- b. Kesulitan apa yang masih dominan ditemui dalam tulisan mereka?
- c. Berkaitan dengan kemampaun menulis siswa, apa pendapat anda jika dibandingkan dengan cycle sebelumnya?

2. TEACHING TECHNIQUE

- a. Apakah *steps* mengajar yang saya terapkan sudah sesuai?
- b. Apa yang masih perlu dibenahi berkaitan dengan teknik mengajar?
- c. Bagaimana motivasi mereka dalam mengikuti pelajaran?
- d. Bagaimana interaksi siswa dalam mengikuti pelajaran?
- d. Mengenai teknik mengajar dan media, apa pendapat anda jika dibandingkan dengan cycle sebelumnya?

3. MEDIA

- a. Bagaimana pendapat anda tentang tugas yang diberikan pada siswa yang menggunakan IT seperti mengakses internet, mengolah tulisan dengan MS words, *printing* dan menyelesaikan proyek?
- b. Sudah bagus penerapan tugas proyek siswa pada cycle ini? Jika belum apa yang kurang? Apa pendapat anda jika dibandingkan dengan cycle sebelumnya?

INTERVIEW GUIDELINES
FOR STUDENTS AFTER THE IMPLEMENTATION
OF CYCLE II

1. WRITING

- a. Bagaimana pembelajaran selama seminggu ini?
- b. Apakah pelajaran ini mempengaruhi kemampuan menulismu? Apa yang kamu pelajari dari pelajaran seminggu ini?
- c. menulis dalam bahasa Inggris masih sulit bagimu? Kalau masih, aspek apa yang sulit?

2. TEACHING TECHNIQUE

- a. Sukakah kamu dengan cara mengajar guru?
- b. Apa pendapatmu tentang cara guru mengajar?
- c. Apakah kamu paham dengan apa yang diajarkan guru? Kalau tidak kenapa?
- d. Apa perbedaan yang kamu rasakan antara pembelajaran minggu ini dengan minggu sebelumnya?

3. MEDIA

- a. Apa kamu suka dengan media yang digunakan guru dalam mengajar? Kenapa?
- b. Apakah media tersebut membantumu dalam memahami pelajaran?
- c. Apa pendapatmu dengan tugas pemberian tugas yang mengharuskan kamu menggunakan IT seperti mengakses internet, mengolah tulisan dengan MS words, *printing* dan membuat proyek lainnya? Sulitkah?
- d. Apakah tugas proyek ini menarik?
- e. Bagaimana kelompokmu mengerjakannya?
- f. Apa kerja kelompok mengerjakan proyek ini membantu belajar bahasa Inggrismu?
- g. Bagaimana jika dibandingkan dengan tugas minggu sebelumnya?

OBSERVATION CHECKLIST

Meeting ... / Cycle ...

Observation Items	Yes	No	Notes
1. PRE-TEACHING			
a. Guru menyapa siswa dan memimpin doa b. Guru mengecek kehadiran siswa c. Guru memberitahukan topik pembelajaran hari ini			
2. WHILST-TEACHING			
a. Guru menyampaikan tujuan pembelajaran b. Guru mengaitkan topik dengan kehidupan siswa c. Guru memberi contoh-contoh teks d. Guru menjelaskan materi pembelajaran e. Guru menggunakan <i>media</i> dalam mengajar f. Guru memberi kesempatan siswa bertanya g. Guru memberi <i>group exercises</i> h. Guru memberikan <i>individual writing practice</i> i. Guru membimbing siswa menyelesaikan <i>exercise</i> j. Guru dan siswa mendiskusikan jawaban k. Guru menjelaskan langkah-langkah pembuatan <i>Project</i> l. Siswa memperhatikan penjelasan guru m. Siswa bertanya pada guru n. Siswa mengerjakan <i>exercises</i> dalam kelompok o. Siswa melakukan <i>writing practice</i> secara individu p. Siswa mengumpulkan <i>Project</i>			
3. POST-TEACHING			
a. Guru memberi <i>feedback</i> b. Guru menyimpulkan pelajaran hari ini c. Guru menjelaskan materi untuk pertemuan berikutnya d. Guru memimpin doa dan menutup pelajaran			

Magelang,
Observer

Dyah Imaningrum
NIM. 10202244013

FIELD NOTES

Field Note 1

Friday, 3rd January 2014

10 a.m. to 10.30 a.m.

Teacher Room SMPN 7 Magelang

The researcher arrived in the SMPN 7 Magelang at 10 o'clock and directly met Ms. Siti Yulaeha, S. Pd., M.Sc. who is one of English teachers in the school. He found her in the Teacher Room since he had made an appointment before. He greeted her then she asked him to follow her coming out to sit in the bench in the front of the Teacher Room. After talking each other few minutes, he told her about his intention to conduct a research in her class. The English teacher asked him to explain more about his research. He explained, "*Saya akan menerapkan pembelajaran berbasis proyek atau Project-based Learning untuk mengajarkan writing dikelas VII F bu. Alasan saya memilih PBL karena teknik ini sudah banyak digunakan diluar negeri untuk mengajar berbagai mata pelajaran termasuk bahasa Inggris. Alasan saya memilih writing karena dengan pengalaman saya mengajar di kelas VII F selama PPL menunjukkan bahwa mereka masih sangat kurang dalam writing skill. Bahkan mereka belum bisa untuk sekedar menuliskan titik diakhir setiap kalimat. Selain itu, grammar dan vocabulary mereka juga saya lihat masih sangat kurang bu. Mereka nampaknya juga kurang termotivasi dalam English writing*". She commented, "*Memang writing skill mereka memang kurang. Karena kan mereka baru masuk SMP dan sebagian besar mereka belum mendapatkan pelajaran Bahasa Inggris*." She continued, "*Ya sudah kalau masalah boleh atau tidaknya itu adalah izin dari pak kepala sekolah. Silahkan minta izin beliau dulu dan saya nanti tolong dikasih rancangan penelitiannya biar saya tahu apa dan bagaimana anda akan meneliti disini*." After that he promised her to meet her again bringing the research proposal. Finally, he took leave and the teacher came back to her table.

Field Note 2

Monday, 6th January 2014

9 a.m. to 9.30 a.m.

Language Laboratory SMPN 7 Magelang

The researcher arrived in the school and met the teacher in Language Laboratory. The teacher was sometimes both in the Teacher Room or in the Language Laboratory since she is director of the laboratory. He greeted her and she asked him to have a sit. After having a short conversation with her, he told that wanted to give the proposal he promised. He said, "*Saya hendak menyerahkan rancangan penelitian yang kemarin saya janjikan. Kemarin saya juga sudah izin pada bapak*

kepala sekolah dan beliau mengizinkan asalkan mendapatkan izin dari guru mata pelajaran dalam hal ini njenengan bu.” She the approved, “kalau memang sudah dapat izin dari bapak kepala sekolah berarti memang tidak apa-apa penelitian anda dilakukan disini.” The she strongly recommended him to prepare well to manage the class since the class was cumbersome, “Tapi ya sebagaimana pengalaman mengajar anda di kelas VII F, memang kelas itu sengaja diserahkan pada saya karena memang mereka butuh perhatian khusus, karena kelas itu memang kelas yang secara kompetensi kurang dibanding kelas yang lain dan juga perlu perlakuan khusus karena memang disana banyak anak yang luar biasa, nakal sering dapat kasus dan lain sebagainya. Jadi silahkan semua dipersiapkan baik-baik jangan sampai nanti karena kelakuan anak-anak penelitian anda jadi kacau dan mengganggu proses skripsi anda.” After that, he gave the proposal and asked her to read and also requested suggestions. He also told her that he would bring with him a collaborator to help him during the research. However, she did not give any comment to the proposal instead reminded again about careful management and teaching for Grade VII F. Finally he said goodbye to her and went out from the laboratory.

Field Note 3

Thursday, 9th January 2014

9 a.m. to 9.30 a.m.

Language Laboratory SMPN 7 Magelang

The researcher arrived in the school at nine o'clock. He walked to the Language Laboratory to meet the teacher. He saw her sitting at her table and greeted her, “Selamat Pagi Ibu, sedang sibuk bu?” She replied, “Oh tidak, ini sedang membikin materi listening buat anak-anak.” She was quite busy developing a listening material. Then he asked her permission to have few minutes and the teacher allowed him to come in. After sitting on the chair, he asked about his research proposal. She replied, “Anda akan mengajarkan teks deskriptif pada anak-anak ya? Minggu depan saya sudah mulai mengajar teks dekriptif jadi berarti anda harus mulai mengajar minggu depan.” He agreed and the he asked about the material, he said, “Iya bu tidak apa-apa, saya sudah siap semuanya. Materinya gimana bu? Apa sesuai dengan silabus dan anak-anak menurut ibu?” She commented, “Ini mau mendeskripsikan ruangan ya? Tapi kalau rencana dalam silabus itu saya anak-anak akan saya suruh mendeskripsikan idola mereka.” And then they were discussing for few minutes and he concluded some conclusion, “Kalau memang begitu nanti materinya akan kita ganti dengan describing people bu, biar selaras dengan materi sekolah.” He continued, “Jadi nanti saya memberikan treatment selama tiga pertemuan dalam satu cycle dan saya akan melakukan dua cycles jadi semua enam pertemuan dalam 2 minggu dan materinya saya jadikan written cycle saja bu di RPP, jadi dalam dua minggu

saya mengajar writing dan reading. Jadi nanti saya mengajarkan dua KD.” The teacher then agreed and said, *“Ya begitu juga gak apa-apa.”* Besides that, they also discussed about the schedule. They decided to start the research in the next week. The research would be started with an observation to identify further problems on next Monday. She also said that she would not come along during the researcher. She claimed that she would not intervene his research. *“Pokoknya silahkan minggu depan kelas VII F adalah milik anda saya tidak akan masuk kelas dan tidak akan mengganggu anda agar semua penelitian 100 persen buatan anda tanpa intervensi dari saya,”* she said. He said thank you and goodbye to the English teacher and he left the class.

Field Note 4

Observation

Monday, 13th January 2014

Lesson period 1 (9 a.m. to 9.40 a.m.)

7F Classroom SMPN 7 Magelang

The bell rang. The teacher entered to the class. The researcher and the collaborator were following behind. Some students were still eating their food out of the class when we came. They then hurried finishing their eating. We then entered the class. The students were so noisy, and there were some empty chairs. The students recognized who were coming, then they cheered and shouted, *“Mister Bay!”* The rest students then entered the class. The teacher then greeted the student, telling the purpose of the researcher who was famous as Mr. Bay in SMP N 7 Magelang. After that, she introduced the collaborator to the students. They were seemed interested. After being introduced, the researcher and collaborator sat at the back of the class. The teacher then asked the students to keep silent, listening to her of what they were going to learn. Unfortunately some students were still noisy, especially the boys sitting at the back. She mostly used English and very little Bahasa Indonesia. In the middle of the explanation, a male student came in. He was late, and the teacher didn’t ask for the reason. Continuing the previous meeting, she then asked the students, *“Now, let’s practice writing. Write a descriptive text about your idol”*. The students became noisier and they shouted their disagreement. She tried to calm down by explaining that their marks wouldn’t be assessed. She convinced them that it was only a practice. Some students shouted *“Bu, saya kelebihan!”*, *“Bu, tulis tangan to?”*, *“Bu, judulnya apa?”* She answered *“The title is up to you”*. The students began to be crowded asking their desk mate about the task. Some of them asked about some word

meanings, what they should write and some were still did not know what exactly to do since they were noisy and did not pay attention to the teacher's instruction. The teacher, with louder noise and hand gesture, asked the students to keep silent and to begin their writing. They were silent a moment, but immediately started to get noisy again. The class was so noisy so that she needed to make an effort to make the students silent and work with their hand. When the students worked with their writing, she monitored the class by walking around the class. In the middle of the class, the researcher asked the students whether there were absent students or not. Some students answered together in Bahasa Indonesia, "*Nihil!*", "*Nggak ada!*". The students began to be quite noisy again. Few minutes later, a male student sitting at the back said he had finished his writing. She then approached him, making sure that he had done his work. After that, she took his work and praised him in, "*Good.*". After that, she continued to monitor the class. Some other students then began to have their work finished and raised their writings to be taken by the teacher. At this time, there were 3 students who were throwing correction pen one another. The teacher did not respond to it. Students who had finished their work began to talk to their friends again some were busy finishing another subject's homework secretly. After few minutes went by, all students had finished and given their writing to the teacher. She then told to the students that the last fifteen minutes were for Mr. Bay. She went out and the researcher moved on to the front of the class. The researcher then greeted the student, telling in Bahasa Indonesia that he would become their teacher for the next two weeks, "*Selama 2 minggu kedepan, saya akan menjadi guru kalian.*" "*Nanti kita akan belajar writing dan juga akan membuat proyek. Yaitu a poster. Kita akan membuat poster*". The students at the back were noisy. The researcher said, "*Tugas kalian buat pertemuan berikutnya, silent please! Diem dulu! Sudah? Tugas sekarang, buat besok pagi, nanti kalian di rumah silakan cari info mengenai biodata tentang artis yang kalian pilih. Dengarkan dulu! Selengkap mungkin, alamat rumah, tanggal lahir, dan sebagainya. Dicari di internet, ditulis tangan di buku Bahasa Inggris kalian. Pertemuan berikutnya dikumpulkan.*" Suddenly, the bell signing the end of the English class rang. Some students were happy and telling the researcher that the class should have been ended. He then made sure that the task had been clear. After that, he finished the class and reminded the students to control their noise in the next meeting because of some reasons. He also reminded them to bring a dictionary. He and the collaborator then left the class.

Field Note 5

Cycle One: Day One

Monday, 20th January 2014

Lesson period 1 (9 a.m. to 9.40 a.m.)

7F Classroom SMPN 7 Magelang

The researcher and the collaborator came to the class before the bell rang. The collaborator directly sat at the back of the class. After the bell rang, the researcher then asked a student to lead a prayer, and then followed by the students singing a national anthem. While the students were singing, the researcher began to set the media he would use – the LCD. After the students were ready, he greeted them and told them what to be studied in that meeting. The researcher then asked the students about the task given on the last meeting. Some students replied, “Bawa!” and some were silent. The students within the groups seemed seeing and sharing each other about the pictures they had. They looked happy and interested with the pictures their group had. The researcher then checked the students’ homework and he found some groups did not bring pictures and some others did not bring the biodatas. He did nothing to those who did not complete their homework. Then he began the lesson by asking “*what are we going to learn today?*” Some students answered together “*Descriptive text!*” The researcher then asked the topic of the descriptive text by pointing the students who were noisy. The topic of the lesson that day was describing famous people. The researcher began the lesson by having a short discussion. He asked the students’ about what the purposes of descriptive text were, what information to include in the text was etc. He began to build students background knowledge about descriptive text. This time, he used mixed language. He asked what the function of it is, but no student answered. He continued “*It is to describe, menggambarkan dengan kata-kata*” while he showed in through the LCD. He then showed pictures of famous people that the students had chosen the day before through LCD. He made sure that all pictures had been shown there. Suddenly the electricity was turned off, so that the LCD projector was shut. The students spontaneously cheered and the class became so noisy. The researcher calmed them down, and fortunately the electricity was on again. He gave students three examples of descriptive texts about famous people that the students might be familiar with. After that, he explained about the structure of the text. He said to the students that they need to pay attention to the material, because they failed to make the previous test by getting low scores. He asked them questions to start discussion about the generic

structure of the text. Three male students sitting at the back were noisy, and the researcher pointed them with a wooden ruler to answer the question given. They then paid attention to the lesson again. He then continued by giving examples of what was included in *identification*, and what was included in the *description*. He gave students an opportunity to ask questions by asking, "*Ada pertanyaan? Any question?*" No one answered, but they began to be noisy. The researcher asked them to be quiet, and he also praised a male student at the back who was silent and paid attention to the lesson. The researcher then continued explaining the material, starting from explaining about how to write an identification of a descriptive text. He showed the example on the LCD, and wrote the alternative sample sentences on the whiteboard. The students paid attention to his explanation, and only a few of them who made noises. When he explained, he inserted some knowledge about language features in a descriptive text. He applied them in examples, for example the use of *-s/-es* in verbs. Unfortunately, there were two male students sitting at the back who laid down their heads on the table. They seemed didn't pay any attention to the researcher, but he did not recognize it. There was also a male student at the back who secretly did a task of another lesson. Firstly the researcher did not recognize it, but after some time he knew it and asked the student to stop doing it. He then stayed at the back of the class while explaining the material, making sure there would be no any student who did other activities but involved in the lesson. After explaining, again he offered an opportunity for the students to ask questions, but they didn't have any. He then grouped the students into small discussion groups. He asked the students to make groups in 4. Each group was to describe 2 different people in the same field, for example 2 football players. The grouping was so noisy. Some students began to make noise again. The researcher continued and asked them to keep silent, "*Perhatikan, udah, diam semua! (hand gesture). Setelah ini kalian akan banyak berdiskusi, tapi tolong jangan keras-keras dan juga jangan keluar dari topic pelajaran!*". Then, he distributed a worksheet for each student. At the time, they were asked to complete the names of human body parts. He checked whether all students had already got the worksheet. He then instructed the students to start to work, "*sudah semua dapat? Sekarang diskusi, boleh buka kamus. 5 menit! Waktunya 5 menit!*". While the students were working in groups, he monitored the class. He walked around helping them. Some students did not bring a dictionary, and they began to ask their friends about unknown words. Once, there was a male student asking the English word of *leher*. He directly asked the researcher, "*Mister, gulu (leher in Javanese) itu apa?*", but the researcher asked him to check in the dictionary. Few seconds later, he said, "*aku tahu! N-e-c-k (spelling in Bahasa Indonesia)*". The researcher praised him by saying, "*Nah, bener*". After most of the students finished their work, the researcher checked it

by discussing it for the whole class. He pointed the students randomly to answer the questions, and some other ones to repeat the answer. In this session, he inserted some information about singular nouns and plural nouns and the role in constructing sentence agreement. After he finished discussing it, he asked them to keep the worksheet. He then distributed another kind of worksheet, 2 students got 1 paper. He explained that the next task the students were going to do was actually had been written in the LKS, but he added some modification. The worksheets required students to arrange sentences containing a noun phrase. He checked whether the students understood the task, "*Coba dibaca dulu, ada yang nggak paham artinya?*" the students shouted together, "*Adaaaaa...!*". The researcher then discussed the meanings of unfamiliar words. He seldom gave the meanings of the words directly, rather he always asked students to refer to the dictionary. There was a male student sitting at the back that kept his head laid down on the table. He seemed sleeping. The researcher then approached him and touched his shoulder with a ruler to make them awake. "*Sekarang semua coba mengerjakan tugasnya. Boleh diskusi*". Students then worked in groups again, and the researcher monitored their working. A student suddenly asked a permission to go to the toilet, and he came back soon to the class. The class was quite noisy, but the students did their task. Five minutes left, the researcher checked whether they had finished the task. He then discussed the answers for the whole class, just as the same as the previous technique. When the students selected read an answer, they got a mispronunciation for the word "eyes". Other students could spontaneously correct their friends of how to pronounce "eyes" correctly. Students who had got and hadn't got the opportunity to read the answers began to make noise. The researcher then continued by asking the students of what they had learned. He repeated and summarized the generic structure of descriptive text. After that he explained about the next task the students were going to do in Bahasa Indonesia. They were asked to work in groups but on an individual sheet. The task was writing a description about the famous people they had chosen. They were given time to do the task until the bell rang. The researcher monitored the class to advice and give help. While the students were busy with their works, the bell rang. Suddenly, the researcher prepared to leave the class while waiting for the students to finish the task. Few minute after the bell rang, the students started handing in their writing to the teacher. Finally, he researcher closed the lesson few minutes late and left the class followed by the collaborator.

Field Note 6

Cycle One: Day Two

Tuesday, 21st January 2014

Lesson period 1-2, (07:00 a.m. to 08.20 a.m.)

Language Laboratory SMPN 7 Magelang

The bell rang. The researcher and the collaborator had waited the students to come to the language laboratory. The soon approached and immediately placed themselves in random places. The researcher then asked them to sit in groups they made on the last meetings. He asked them whether they brought their writing form the last meeting. Some of them said their works were left on the class, and he told them to take it in three minutes. Some of the students then ran back to the class. After all students were ready, he greeted them. They answered the greeting together. He then drew three squares with different sizes. The shortest one was named punctuation, the medium one was named vocabulary, and the longest one was named grammar. While he wrote on the whiteboard, the students were still very noisy, busy with their seating. After conditioning the students, the researcher asked the students to check their works on the last meeting. They discussed it together. Referring to the students' writings the researcher asked the students, "*Tahu kesalahan kalian apa?*" "*Tahu salahnya apa yang dikasih tanda kotak-kotak?*", he asked. A student answered, "*Tidak ada titik!*" The researcher responded, "*Ya diakhir kalimat tidak pakai titik, kemudian juga salah capitalization.*" At that time there were still some male students who moved their seats. There were some who asked for permission to take their last writing paper in the class. Then, about 8 male students went back to the class. The researcher gave them three minutes to take it. While waiting for the students, the researcher explained the mistakes of their writing. He used mixed language, but dominantly in Bahasa Indonesia. The first, he explained about capitalization. He gave examples of it, such as for names. Then he continued, "*Sekarang the second, kotak vocabulary. Siapa yang ada kotak itu di pekerjaannya? Itu menunjukkan kalau ada kata yang salah. Misalnya misspelling, salah penggunaan kata dan salah bentuk pluralnya.*" He explained in Bahasa Indonesia in front of the class. Boys at the back were so noisy, but the researcher continued explaining. No longer after that, there was someone knocking at the door, looking for students namely Dian and Fahri. They then asked for permission to leave the class for a moment. Because the students were so noisy, the researcher used silent hand gesture to make them silent. It didn't work, thus he used verbal instruction to make them silent. Not long after that, Dian and Fahri came back to the class. He

continued about the next box about vocabulary. He wrote a sentence on the whiteboard: He is football player origin Indonesia. He asked, "*Harusnya gimana? Mana yang salah?*" Some students answered, "*Nggak ngerti!*" and some said "Origin!" The researcher justified it, and asked them what the appropriate word was. Some students said, "From." While correcting the sentence on the whiteboard he responded by saying, "*Nah, kalau gini bagus kan.*" "*Terus ada yang dapat kotak panjang nggak di pekerjaannya?*" said he. Unfortunately boys at the back began to make noise again, and the researcher approached them. A student said, "*Saya ada semua. Hehe..*" He then asked, "*kalau gini gimana to?*" The researcher came to the front of the class and explained the answer of the question. He wrote: He to beat all title with Barcelona FC and He to own piala AFF cup 2012. He asked, "*Salahnya apa? Siapa yang nulis 'to beat'?*" He then pointed a student at the back that made noise, asking whether he had written it or not. He was silent. The researcher then continued, "*Ini kalau lihat dikamus ada 'to', diilangin 'to'-nya.*" Students were quite noisy when he explained that, but he continued explaining. "*Jadi, harusnya gimana ini?*", he asked. The students randomly answered "*Beats! Owns!*". The researcher told them to check in the dictionary. He asked who didn't bring one. There were a number of students forgot bringing a dictionary, so that he reminded them to bring one on the next meeting. He continued explaining the last mistake that the students had in their writing, and that was grammar. He wrote a sentence on the whiteboard: He is play for Barcelona FC. He asked the students, "*Perhatikan, harusnya gimana?*" The students answered randomly, "*He plays!*" The he wrote another sentence: His children is Al, El and Dul. He asked to the whole class, "*Salahnya apa?*" There was a student namely Fircho. He was the noisiest student in the class. The researcher pointed him, asked him to write the correct answer in front of the class. He was reluctant at first, but he finally came in front of the class. He tried to write child. He made it, but with some helps of his friends who spontaneously shouted the spelling. Meanwhile, the students at the back were so noisy, but the researcher did not pay attention to it. He continued by asking, "*Ada pertanyaan?*" Next, he wrote another sentence on the whiteboard: He has got hair brown. "*Harusnya apa?*" The students replied, "Brown hair". Referring to the sentence: She age 19 years old, he asked, "*Kalau She age ini?*" The students murmured. The researcher responded by saying, "She is 19 years old." Ini yang terakhir, "Her father name is Roberto, *bagaimana seharusnya?*" Some girls answered "Her father's name!" The researcher replied while writing on the whiteboard, "*Ya, her father's name. Kalau tempat lahir bagaimana? Misalnya di kalimat: His place birth is Bandung.*" The students didn't know the answer, thus the researcher answered, "*Harusnya pakai 'of'. Jadi, 'place of birth'. Ada pertanyaan? Lalu kalimat-kalimat kalian yang saya garis bawah tu berarti salah total dan harus diganti.*" The bell rang

singing the shift of the next period, the students became so noisy. After that, he ordered the students to open the LKS, *“Now, open your LKS! Buka LKS-nya. Ada yang nggak bawa LKS? Okay, read your LKS page fourteen”*. Suddenly there were students shouting, telling that two other students were conflicting each other. There were some others who played throwing things. The researcher, using hand gesture, asked them to keep silent, *“Ada apa ini? Silent please! Dibaca halaman 14 sekarang!”* A few minutes later, he told them to listen to him. He was going to explain the task in page 14, *“Degree. Comparison. Apa itu comparison?”*. Only two or three students answered in murmur. *“Ya, perbandingan, membandingkan. Contohnya: Dia lebih tinggi daripada dia. Lalu dalam Bahasa Inggris penulisannya bagaimana? Menulisnya seperti ini”* (writing on the whiteboard: *Justin is taller than Sule*). *“Perhatikan, silent please! ‘Tall’ itu apa? Ya, tinggi. Lalu kalau lebih tinggi, ditambah –er, jadi ‘taller’*. He then wrote other two sentences: *Taylor is more beautiful than Sule* and *Makmur is funnier than Sule*. He put on marks on the *‘more beautiful’* and *‘funnier’*. *“Ada nggak di LKS kalian? Terus gimana kok bisa ada yang ditambah ‘-er’ dan ‘more’?”* he asked. The students answered together, *“karena lebih!”* *“Iya semua lebih, tapi kenapa?”*, he asked again. Some of the students said they didn’t know in Bahasa Indonesia. He explained that the sentences were different in syllables. *“Kalian tahu syllable? Suku kata? Kalau ‘tall’ ada berapa suku kata?”* he asked. The students answered together, *“Satu!”* Some other students were noisy, not paying attention to the researcher. He continued, *“Kalau satu suku kata pakai ‘-er’, kalau dua atau lebih pakai ‘more’. Lalu kalau kata ‘funny’ kenapa pakai ‘-er’? Jadi rumusnya gini. Kata dengan dua suku kata yang pakain ‘-er’ adalah yang berakhiran huruf ‘y’”*. After he discussed some rules related to degree of comparison in the LKS, he asked the students to do the tasks in the both in the LKS and the worksheet. The tasks were about the degree of comparison in the context of descriptive text. The task in the LKS was filling gaps and completing table based on the text. Meanwhile the task in the worksheet was arranging jumbled words and writing sentences based on the pictures. The bell rang whereas the students had not finished yet, so he instructed to take the task as homework and directly closed the class. He commanded students to come out from the Language Laboratory one by one. Eventually, the last students at the corner left the class. After there were no students left, the researcher and the collaborator left the laboratory.

Field Note 7

Cycle One: Day Three

Thursday, 23rd January 2014

Lesson period 6-7, (10:45 a.m. to 12:10 p.m.)

7F Classroom SMPN 7 Magelang

The bell rang, the researcher and the collaborator entered the class. There were still some students doing other subject' homework. He then greeted the students, The researcher greeted the students, and he asked them to sit in groups. "*Semua sudah pada kelompoknya? Perhatikan. Sekarang pegang pulpen dan buku dulu*", he said. He also reminded to always control their noise during the discussion, "*Suaranya dijaga! Sudah siap semua? Kemarin kita sudah belajar tentang kesalahan-kesalahan kalian dalam penulisan, ada vocabulary, ada grammar dan juga aturan-aturan penulisanya. Iya kan?*" The students answered together, "Yes." the researcher then explained that he would ask them to revise their writing. He asked, "*How many mistakes do you know? Punctuation, vocabulary, and grammar. Sudah tahu semuanya? Oke, saya kasih waktu 20 menit, dibenarkan pekerjaannya. Kerjakan di buku tulis. Yang kemarin belum nulis, ditulis lagi. 20 menit ya! Silakan! Boleh diskusi*". The researcher then monitored the students. Occasionally, some students called the teacher and asked questions. Sometime, the teacher himself asked to the students during their discussion to engage students into the discussion. Unfortunately, there were some students who were so noisy and there was a student who walked along the aisle. The researcher reminded them that their work will be scored. A male student suddenly shouted, asking the researcher, "*aku ning sobekan yo?*" ('*saya pakai sobekan ya?*' in Javanese). The researcher simply answered 'Yes'. After about five minutes left, there were some students who had finished and began to make noises. They talked to each other. The researcher then sat beside a student, Fircho, who were so busy talking with his friend. Actually hadn't done the task at all. After making sure that Fircho did the task, the researcher came forward the class. In the middle of the lesson, the bell rang. They were in the second period now. He wanted to give students opportunity to have independent writing. "*Now, save your book! Simpan catatannya. Now, prepare a paper, write your name, number, and your class. After you have learned to describe someone for a week, now time for you to practice, write a description about someone. Whoever. But now you should not discuss your writing with your friends.. Waktunya 30 menit*", he said. A student suddenly asked, "*Mister, orangnya siapa?*". The researcher said, "*Terserah, boleh orang terkenal, boleh orang biasa. Any question? Kalau tidak, silakan*

dimulai. Jangan ada suara kecuali kalian menulis". The researcher monitored the class. He walked along the aisles. The students were silent. After a few minutes, some students began to try to discuss, but the researcher soon forbade them from discussing. When the researcher was quite busy with his laptop, students began to be noisy. There were boys who threw a correction pen each other. There were some who asked unknown words to their friends. The researcher controlled them by walking along the aisles, and sometimes by sitting at behind the class. When the time was almost up, he came in front of the class to take the teacher's chair to the middle of the front of the class while saying, "*Yang sudah selesai boleh kumpulkan di sini.*" "*Yang belum selesai diselesaikan, yang sudah dengarkan.*" "*Kita ketemu lagi kapan?*" he asked. The students randomly answered, "*Monday!, Senin!*". "*Saya kasih waktu 3 hari untuk membuat poster. You have to make a poster berisi 2 gambar idola kalian. Dalam satu grup ada 4 orang, seperti yang kemarin grupnya. Ditulis di HVS. Isinya, gambarnya dan deskripsinya. Diprint. Kata-katanya ditulis tangan boleh, diprint boleh*", he said. The students were so excited. The researcher made sure the instruction was understood by asking, "*Berarti dalam satu kelompok ada berapa orang?, membuat berapa poster? Berapa gambar?*" The students answered the question together. Then, the researcher gave 3 examples of finished posters. He then gave them an opportunity to ask questions, but no one asked. After making sure the students to bring the task on Monday, the researcher and the collaborator then left the class.

Field Note 8

Cycle Two: Day One

Tuesday, 28th January 2014

Lesson period 1-2, (07:00 a.m. to 08.20 a.m.)

7F Classroom SMPN 7 Magelang

The bell rang, the researcher and the collaborator entered the class. The collaborator immediately sat at the back of the class. The researcher greeted the students and lead them a prayer. After that, he led a short discussion with the students about the previous project. The asked some questions related to it such as their feeling, difficulties and their opinions on it. They reflected in the last three meetings. After the discussion finished, he said, "*Oke, sudah siap semua? Sekarang kita belajar 'counting'. Menghitung. Yang cewek, saya yang tunjuk, bilang 'one, two, three' dan seterusnya ya?*" Some he then began to count the

girls. After that, he continued with the boys. He did the same technique. He wanted to divide the students into 8 groups, thus he got 4 to 5 members of each group, since there were 34 students in the class. *“Ingat semua kan nomornya? Oke, sekarang kalian semua berdiri, keluar dari bangku kalian, berdiri di samping meja. Siapa yang dapat nomor satu? oke, pindah kesini (showing the seats for the members of group 1). Yang dapat nomor dua? Disini (showing the seats)”*, etc. until the last group were seated. The grouping was so crowded. After all students were seated, he asked the students some questions related to the topic. The topic today was about describing room. He asked them, “what are rooms in your house?” Some students answered in bahasa Indonesia and others answered in English. After discussing it, he asked again, “How do you describe your bedroom?” The classroom became rather noisy because of the discussion. They spent for about five minutes to discuss. And then he informed the project to the students. He told what and how in creating the project. The students seemed to understand and did not ask any question about the project. After that, he distributed worksheets, each group got three pages. Their next task was to find the names of pictures of the things in the worksheet, both in Bahasa Indonesia and in English. He repeated the instruction twice. Suddenly some boys asked for permission to go out of the class. The students then started doing the task. They began to open dictionary and discuss within the groups. Some students also asked the teacher about the words they didn’t know. The, he asked some members of each group to come in front of the class writing their answers. *“Sekarang wakil kelompok satu, perwakilan, tulis di papan tulis. Kelompok dua, di sini, kelompok tiga siap-siap!”* he said. When one by one student came writing the answers on the whiteboard, some students who were called to go to the Guidance and Counselling room came back to the class. The students who were not pointed or had been pointed to write on the whiteboard began to be noisy, but he reminded them to be silent. Almost all answers had been written on the whiteboard. The researcher asked the students what hadn’t been written there. He then listed the missing answers and discussed them with the students. *“Sekarang kita bahas, benar nggak ini?”* (referring to *meja* = *table*). The students answered ‘yes’ together. *“TV = television. Tepat nggak? Kurang tepat ya, harusnya television set”*, etc. the researcher continued. When it was finished, he said to them to take a note of what they had discussed. Unfortunately their notebooks were brought by the researcher and he hadn’t returned them back, so that he promised the students he would give them a printed copy of it. There were students who didn’t sit with their groups, so that it made the researcher became strict. He told them to sit with their groups. After that, the students worked in groups of four. The researcher gave the instruction of the next task on the worksheet, *“perhatikan. Lihat gambar ini, untuk 4 orang. Diskusikan. Kalau bendanya Cuma satu, dibuat narasinya*

begini: 'there is a table' (writing on the whiteboard). Kalau banyak, misalnya 'there are two tables' (writing on the whiteboard). Jadi, kalau cuma satu, pakainya 'is' dan ada 'a'. kalau bendanya dua atau lebih, pakai 'are' dan ada 's'. Students began to work in groups, and the researcher monitored the class. The students worked seriously. During the group work, the students often asked the researcher to help them finished it. When the students didn't know some words, he told them to open their dictionary first. He made sure that each student wrote their work. After all students finished it, he wanted them to study the meanings of the words. After studying the meanings of the words, he asked them to do the next task about *positions* later. They worked again in groups. The class was quite noisy with the students' noise of discussion. When students finishing their task, they looked very busy to write, open dictionary, discuss with friend and ask the teacher. All groups had called the teacher and asked questions or consult their task. In the middle of their work, he distributed a flashcards then asked them to stop writing for a while. After every students had got the flshcards, he asked, *"Sudah, mengerjakannya leren dulu. Number one, 'in the front of', apa itu?"* he asked as directing to the flascards. The students answered together, *"depan!"*, etc. *"Oke, yang masih salah, dibenarkan, dilengkapi. Yang sudah benar, bagus! Sekarang, tugas kalian selanjutnya, silakan dilengkapi dengan preposition. Ini namanya preposition. Jelas nggak?"* he said. He then monitored the students again to help them. Some boys suddenly asked to came back to the Guidance and Councelling room because of a particular matter. Few minutes later, the researcher asked the students whether they had finished their work. When almost students had finished their work, he then gave them another task. *"Kita sekarang belajar mendeskripsikan posisi. Perhatikan! Attention!"* he said. He told the students that they can change the form of the sentence, for example: *There is a table on the carpet* into *the table is on the carpet*. *"Sekarang kalimat-kalimat yang ada di situ (referring to worksheet) kalian tulis seperti ini. Lima kalimat saja. Ditulis boleh di bawahnya, boleh di sebaliknya",* he said. After few minutes, he asked the students, *"Sudah semua? Kalau sudah dikasih nama. Any question? Gampang to?"*, he asked. There were students said *gampang (easy in Javanese), medium, and susah (difficult in Javanese)*. The researcher then asked them to keep silent and pay attention to him. He said, *"First, I want you to remember your group members. Saya mau kalian mengingat anggota kelompok kalian. Second, I want you to remember the pictures that you got. Saya mau kalian mengingat gambar yang kalian dapat. Diingat-ingat kelompok kalian. Third, ada tugas buat kalian. Setiap kelompok, besok Kamis, harus membawa spidol hitam, perekat/lem/double tape, cutter, etc. (writing on the whiteboard). Silakan dibagi. Any question? No? sekarang tugasnya dikumpulkan di sini"*. The bell rang. The students immediately became so crowded, wanting to get out of the class to have a break, but the

researcher asked them to sit down for a moment. He wanted to tell them another announcement. Miss Li, their real English teacher, gave them a task from LKS. The researcher told them in Bahasa Indonesia to do Task 3 in page 15 and Task 1 and 9 in page 11 in the LKS. The researcher then asked who was absent that day, and the students said there weren't any. The researcher then closed the class, and left the class with the collaborator.

Field Note 9

Cycle Two: Day Two

Thursday, 30th January 2014

Lesson period 6-7, (10:45 a.m. to 12:10 p.m.)

7F Classroom SMPN 7 Magelang

The bell rang and the researcher and the collaborator entered the class. The researcher greeted the students, and he asked them to sit in groups. "*Semua sudah pada kelompoknya? Perhatikan. Semua peralatan diletakkan. Sekarang pegang pulpen dan buku dulu*", he said. "*Suaranya dijaga! Sudah siap semua? Kemarin kita sudah belajar tentang nama-nama benda dan lokasinya kan? Kalau dalam teks deskriptif, yang seperti itu dimasukkan paragraph mana?*", he asked the students. They answered, "*duaaa!*". "*Kalau yang pertama tentang apa? Tentang deskripsi umum ruangnya. Kalau ruangan ini, gimana keadaannya?*" he asked the students again. The students answered together, "*rame, kotor, berantakan, etc.*" the researcher then explained that he would be going to teach them about how to write a descriptive text by using mind mapping. He said that it would help them in writing the first paragraph of the text later. He then wrote on the whiteboard, the mind map of a descriptive text describing a room. The students were first noisy, then they paid attention to his writing. The mind map told that there were two parts of what should be written in the first paragraph: *physical* and *non-physical* aspects. The *physical aspect* included *how is the wall, how is the floor, and what are inside*. The *non-physical aspect* included *wide/narrow, neat/messy, clean dirty, and what do we do then*. The researcher showed how to write the sentences of each aspects to the students. After showing the map, he said that, "*setelah ini kita tinggal buat kalimat. Pertama, kasih judul. Misal apa? Oke, 'My Room'. Oke, kalau pakai nama orang, misal gimana? Firqoh's Room. Ingat, kalau judul huruf besar semua depannya*". He then asked the students again, "*kalau mau bilang 'temboknya terbuat dari...' gitu gimana sih?*". None of the students answered. "*Fuad bisa? Ada yang bisa? Oke, perhatikan (writing on the*

whiteboard): *'The room has a brick wall. The colour is white. Lalu kalau kayu?'*. A student suddenly answered spontaneously, *"kayu pak!"*. *"Kayu itu wooden, jadinya 'wooden wall'."* so on. The students sitting at the back began to make noise. The researcher immediately warned them not to be noisy in a strict noise. *"Ini semua kalau kalian gabung akan menjadi paragraf satu. lalu kalau paragraph kedua berisi apa?"*, he asked. The students answered, *"benda-bendanya!"*. The researcher replied, *"ya, benda-benda dan posisinya. Ada pertanyaan? Paham?"* They said no questions and they said they understood, thus he asked them to take a note in 5 minutes on what he had written on the whiteboard. He gave the instruction in Bahasa Indonesia. Because the students were quite confused with the researcher's writing on the whiteboard, he then gave them the copies of the note, but the researcher asked them to complete the note form what he had written on the whiteboard. The researcher said, *"perhatikan, besok senin saya suruh kalian buat kayak gini (referring to the map). Perhatikan. Sekarang duduk berhadapan denan kelompok masing-masing. Keluarkan peralatan yang saya suruh bawa. Semua dimasukkan kecuali alat yang saya suruh bawa. 5 menit!"*. The researcher then left the class for a moment. The students became so crowded. Few seconds later, the researcher came back to class and the class was more conducive again. When coming back to class, the researcher brought a box of *stereo foam* pieces. He then distributed it to each group. Each group got two pieces of *stereo foam*. He then asked one member of each group to be a secretary to write the list of words he was going to dictate. First, he dictated the names of things in the kitchen. He used English words. Second, he dictated the names of things in the living room, and next is the things in the bath room, and finally the things in the bed room. *"Sekarang perhatikan tugasnya. Sampai jam 12 ya? Sekarang saya jelaskan beberapa hal yang perlu kalian perhatikan"*, he continued. He then explained to them, *"Pertama, kalian bawa benda tajam. Tolong hati-hati. Kedua, suaranya jangan keras-keras. Diskusi hanya boleh tentang tugas. Lalu sekarang buatlah miniatur benda-benda yang sudah kalian miliki daftarnya"*. He then gave them some examples of the miniatures they needed to make. *"Oke, mulai. Waktunya 20 menit dari sekarang"*, he said. He walked along the aisles to monitor the students and to help them if they had difficulties. The students were busy working with their groups. When the time was up, the students had finished their works. The researcher told them to submit their miniatures by putting them in the box he brought. The bell rang, and the students immediately took their bags to go home. The researcher told them to sit down first. The students were so noisy, so that the researcher keep silent to make the students realized that they needed to be silent. The researcher said, *"kalau kalian diam, kita baru akan pulang. Oke, sebelum kita pulang, silahkan nanti dirumah kerjakan LKS kalian Uji Kompetensi Empat nomer 11 sampai 40 besok"*

dikumpulkan saya nilai.”He continued, “Any question about your homework?” None replied. “*Faham ya?*” he clarified. They answered, “*Paham.*” “*Sekarang kita berdoa. Pulang, naikkan kursinya. Semua bersih-bersih dulu. nggak Cuma yang piket hari ini, tapi semuanya*”, he said to close the lesson. The researcher then closed the class leaded a prayer. Each student put their chairs on the table, and began to sweep the floor. The researcher and the collaborator waited the students to finish cleaning the room outside the class. When the classroom was clean, the researcher, the collaborator, and the rest of the students left the class.

Field Note 10

Cycle Two: Day Three

Sunday, 3rd February 2014

Lesson period 1 (9 a.m. to 9.40 a.m.)

7F Classroom SMPN 7 Magelang

The researcher and the collaborator waited in the bench in the front the class since the bell had not rung. After few minutes, the bell rang a teacher came out from the classroom and then the teacher and collaborator came in. Teacher greeted the students and they replied it cheerfully. As usual, he instructed students to move on to their groups. Unlike previous days, now the students moved quickly without complaining. After he made sure that everyone had sat within the group, he then reviewed the previous meeting with the students, “What did we learn yesterday?” said he. The students answered, “Descriptive text!” He asked again, “*mendeskripsikan apa?*” The students answered, “room,” and some answered, “*ruangan.*” The researcher then explained again in brief what he had taught before about noun phrases. “*Kalau bendanya cuma satu, begini: ‘there is a table’* (writing on the whiteboard). *Kalau banyak, misalnya ‘there are two tables’* (writing on the whiteboard). *Jadi, kalau cuma satu, pakainya ‘is’ dan ada ‘a’.* *kalau bendanya dua atau lebih, pakai ‘are’ dan ada ‘s’*”. “*Kalau didalam kamar mandi ada sebuah kaca, gimana nulisnya?*”, he asked to the students. Almost all students replied, “There is a mirror in the bathroom.” He praised, “Nah, good.” Then he continued reviewing, “*Nah sekarang mendeskripsikan posisi. Take a look at the whiteboard!*” He pointed several students to translate the Indonesian sentences in the whiteboard into English. He wrote: *Ada sebuah karpet dibawah meja*, and said, “Ini gimana Inggrisnya Fircoh?” Fircoh was poined by the teacher since he was chitchatting with his tablemate. Fircoh seemed busy to ask his friend about the answer and after a while he replied incorrectly, he answered, “carpet

under the tablet.” “Bener tidak?”, the teacher asked to the class. The whole class answered, “*Salaaahhh!*” He asked again, “*Yang betul gimana?*” The female students enthusiastically answered, “There is a carpet under the table.” After that he continued reviewing previous lesson such as text organization and some vocabulary drillings. After having about ten minute review, he instructed the students to prepare a piece of paper and a pen. He said, “Now prepare a piece of paper and a pen, let’s practice writing. *Ayo sekarang kita belajar nulis, siapkan kertas dan alat tulisnya.*” Students were busy getting prepared the piece of paper and the pen. “*Oh iya, pada bawa kamus to?*”, he asked. They replied, “*Bawaaa!*” Few male students were busy putting out their dictionaries from their bags. He were walked around to the corner of the class and said, “Who doesn’t bring dictionary, *siapa yang gak bawa?*” He made sure everyone had brought. None responded, it seemed that today all students brought dictionaries. Then, he went to the teacher’s table and put out worksheets from his bag. He raised the worksheets and said, “Now your job is to write a short descriptive text based on the picture, you may discuss with your friends and you can consult your dictionary, *sekarang kita belajar menulis teks deskriptif. Silahkan mendeskripsikan gambar ruangan yang ada disini, boleh diskusi dan boleh buka kamus tapi jangan gojek jangan ramai, understand?*” “Understand,” they replied. Then he distributed the worksheets and asked them to start working. “*Waktunya sampai bel ya.*” He reminded the timing. At the moment, the situation was quite silent, students were busy with writing, some students were busy to open dictionary, some others were discussing with their friends and there were also some students who directly wrote. The teacher walked around and stopped in each group making sure that everyone was writing and offering help. He stopped in Claresta’s group, he corrected Claresta’s writing, “*Kalau mengatakan dibawah gimana?*” he asked to the Claresta’s group. Another student said, “Under.” The teacher asked again, “*dibawah itu in under atau under, pakai in tidak?*” They said, “No.” Claresta smiled and corrected her writing. While walking around, the teacher sometimes responded to questions and sometimes gave correction both to the group and to the class. Once he asked to the whole class, “*Kalau deskripsi tentang warna ruangan, luas tidaknya, bersih tidaknya fungsingnya itu diparagraf berapa?*” A few female women said, “*Satu.*” “*Nah, di paragraf satu ya, yang paragraph dua itu buat, buat apa?*” he asked again. A few female women again answered, “*nama benda dan posisinya.*” “*Ya, gitu ya jangan kebalik-balik,*” he reminded. Once a student, Dhea, she asked, “*Mister, keramik bahasa Inggrisnya apa?*” “*Teman lain ada yang tau?*” he asked to Dhea’s group. None answered. “*Coba dicek dikamus,*” he asked. After looked at dictionary, one of them said, “*Ceramic to sir?*” “*Ya,*” he agreed. The discussion ran well, students’ noise was not too loud. Moreover, the troublemakers were not too disturbing. Even though sometimes they laughed

loudly and walked around to other groups. Since the teacher gave more supervision to the group containing troublemakers. He talked a lot with them discussing their writing. After for about twenty minutes the discussion ran, he said to the class, "*Yang sudah silahkan dicek lagi kalau sudah silahkan dikumpulkan didepan kelas sama LKSnya.*" After that, he walked around again between the aisles while waiting students handed in the writing and the LKS. Some students were still busy with writing and discussion and some others start putting their writing in the teacher's table. Eventually the bell rang and the teacher had sit in his seat said, "*Ayo sekarang dikumpulkan. LKS disini dan tulisanya disini*" One by one student handed in their tasks. "*Sudah semua? Ada yang belum*", he clarified. None respond. "*Sudah ya semua?*" The students replied, "*Sudah.*" The teacher said goodbye and came out from the class followed by the collaborator.

Field Note 11

Cycle Two: Day Four

Tuesday, 4th February 2014

Lesson period 1-2 (07:00 a.m. to 08.20 a.m.)

7F Classroom SMPN 7 Magelang

The bell rang. The researcher and the collaborator entered the class. The collaborator directly sat at the back of the class. The researcher greeted the students and led the prayer. Two male students came in. They came back from taking chairs. The researcher immediately asked them to sit in groups. The students immediately move themselves into their groups. The researcher said, "*I would like you to continue the last project. Kita masih membuat dengan gabus, but let's review your writing first.*" He then distributed students' writing and said, "*Semua sudah dapat tulisanya masing-masing?*" "*Sudaahh!*" they shouted. "*Sekarang kalian lihat tulisan kalian, udah dikotak-kotak kan? Masih inget maksudnya?*" Some students answered, "*Masih.*" He said, "*Kotak kecil untuk apa?*" "*Punctuation.*" He said, "*Kotak yang sedengan untuk apa?*" "*Vocabulary.*" And he said again, "*The longest box, untuk apa?*" "*Grammar.*" Then he illustrated some wrong sentences in the whiteboard. He wrote down some incorrect sentences related to writing convention such as; my room is large., The room is clean, and etc. He reminded that all sentences must start with capitalization and end with full stop. He then moved to wrote down some incorrect words. He gave example; bath room, miror, in under, in next to, boxs, and some more examples and explained the mistakes and corrected them. And he gave examples and explanation about the longest boxes. For example he wrote; The room have red wall. He explained, "*Kenapa the room have nya dikotak? Karena verbya tidak*

sesuai dengan subjeknya, iya kan? Yang bener gimana?” Some students replied, “has.” “Nah, harusnya pakai has, ada pertanyaan?” he signed that the feedback session was about to end. After he gave chance students to asked question he moved on to the next activity since none asked. The teacher walked along the aisles to distribute their last works. Some students were noisy talking to their friends, but the researcher soon asked them to keep silent. After that, he distributed four pieces of red Styrofoam to each group. “*sekarang dengarkan! Perhatikan instruksi dari saya! Kalian dapat empat gabus lagi kan? Sekarang tempelkan gabusnya seperti ini (drawing on the white board),*” he instructed students to make a shape of dice with the Styrofoam. After that he told the instructions of the activity, “You must finish you project by arranging the replicas you made in the cube of Styrofoam you have based on the text. Tugas kalian adalah menyusun replika yang kemarin kalian buat dalam kotak dari gabus itu sesuai dengan teks. You get it?” *Faham*“, they replied. “Ayo, sekarang dikerjakan tapi jangan ramai sepuluh menit ya!” he said. The students spontaneously started working, and the researcher walked along the aisle, approaching each group to explain the task more and sometimes gave help. They were quite noisy at the moment, but they participated in the lesson. None but they were busy to finish this task. Some students were busy opening dictionaries and reading the text, some others were busy with taping the replicas, sticking the replicas in the cubes, cutting the Styrofoam, discussing and there were also students who asked the teacher. The atmosphere was so motivating that the students in general were involved in finalizing the project. Occasionally, the teacher helped the students who faced problem with their project. After few minutes later, the researcher asked the students, “Ayo, yang sudah taruh depan! Oke sekarang dikumpulkan!” Some students said that they hadn’t finished their projects. The researcher then counted down from 60 to 0, and the all students had to submit their works when the time was up. After all groups had submitted the miniatures, he asked them to sit down. “*Saya beri sepuluh menit untuk me-review pelajaran kaemarin. Saya lagi sakit, tolong suara kalian jangan keras-keras*”, he said. The students then lowered their noise. The researcher continued writing on the whiteboard. Then he gave an example of how to write a description about a room. He discussed it with the students. He gave an example of describing *living room*. “*Paragraf 1 isinya deskripsi secara umum (giving an example, sentence by sentence, by writing on the whiteboard). Ayo perhatikan dulu! (pointing to students who were noisy). Baru paragraph kedua tentang benda-benda di dalamnya (giving an example, writing on the whiteboard). Ada pertanyaan?*” The students answered ‘no.’ The researcher then asked them to sit properly and keep their books in the bags. The instruction was in Bahasa Indonesia. “*Dengarkan. Waktunya sampai bel selesai. Tulis sebuah descriptive text tentang sebuah ruangan. Terserah ruangan apa. Perhatikan, aturannya, kalian tidak boleh tanya teman, tidak boleh buka kamus, dan tidak boleh bersuara. Dimulai dari sekarang! Kasih nama, absen, kelas. Jangan diskusi!*”, he said. The teacher asked students to have individual writing practice. The students became silent at this session. Some male students tried to ask friends but the teacher warned them. He approached them and continued to walk to the corner of the room. The he stood at the back of the room next to the

collaborator. When he was at back, the students were silent and they seemed even afraid to turn their face of to look towards other students' writing. For about 30 minutes the researcher made sure that the students wrote by themselves. And eventually he told that the time was five minutes left. He said, "*Sekarang yang sudah tugasnya dikumpulkan sini, lalu silahkan duduk di kursi masing-masing. Dan kemarin yang belum mengumpulkan LKS Bahasa Inggris dikumpulkan sekarang*", he said. Only a student came in front of the class to submit the LKS. After the students had submitted their writing, the researcher said farewell to the students, "*Oke, dengarkan dulu. Diam sebentar. Ini hari terakhir saya di sini. Jadi besok Kamis kalian sudah diajar Miss Li. Terima kasih kalian sudah membantu saya dengan sangat baik. Saya minta maaf jika saya melakukan kesalahan. Semua saya lakukan semata-mata untuk kebaikan kalian*". Then he asked one of the members of each group to take the miniatures to science laboratory. He said goodbye, "*Well, thank you very much for your nice attention. Good bye everyone.*" They answered, "*Good bye, Mister Bay Miss Diah*" When the bell rang, the researcher and the collaborator left the class.

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT 1

20th January 2014

Language Laboratory

R : Researcher

C : Collaborator

- R : Pertanyaan pertama buat bu Ima, setelah melihat pembelajaran dikelas, melihat guru mengajar dan melihat hasil tulisan anak-anak, menurut pengetahuan dan pemahaman anda, sudahkah para siswa itu memahami *writing convention* dalam bahasa Inggris termasuk *punctuation*, *grammar*, dan lain sebagainya, apakah mereka sudah paham bu?
- C : Menurut saya yang saya lihat dari hasil pekerjaan mereka kemarin, menurut saya memang masih kurang. Mereka itu kurang memperhatikan *word usage*, *vocabulary* jelas masih kurang karena masih monoton, dan *structure*, itu masih *acak-acakan*, mereka itu menulis benar-benar masih setahunya mereka, jadi belum terstruktur, lalu idenya masih belum tersusun rapi, jadi masih *acak-acakan*, tapi kalau kaitan antara judul dengan isi *writing* mereka itu sudah bisa, maksudnya judul itu sudah sesuai dengan isi paragraf yang mereka tulis. Beberapa sudah bagus, tapi banyak juga yang masih kurang.
- R : Yang kedua, masih berkaitan dengan *writing* mereka, jadi kalau sejauh ini bagaimana kemampuan menulis mereka jika kemampuan menulis mereka dibandingkan dengan usian mereka atau seusia siswa kelas tujuh SMP, seperti itu sudah cukup atau kurang, kalau kurang seperti apa kurangnya bu?
- C : Sebenarnya kalau seusia mereka, mereka kan baru lulus dari SD, jadi mungkin masih terpengaruh cara mengajar guru dulu, jadi umur *segitu* menurut saya masih kurang sedikit, setidaknya mereka itu mengerti kalau teks ini pakai *tense* apa, ya yang standar dulu tidak usah yang *ribet-ribet* dulu, yang penting tau konteks, tau cara penulisan, *grammar*, *tense* karena kan nanti juga bermanfaat dikelas berikutnya dan mungkin kalau jumlah *sentences* tidak usah terlalu panjang dulu.
- R : Kesalahan apa yang paling dominan pada tulisan anak-anak sehingga nanti bisa kita pelajari dan kita usahakan untuk kita perbaiki?
- C : Kalau masalah itu, *idea* itu sudah bisa, sudah bisa menentukan dan bisa berfikir, tapi yang belum itu penggunaan *verb*, *vocabulary* masih kurang lalu *word usage*, dan *structure*-nya, ya semua.
- R : Sekarang bukan berkenaan dengan tulisan mereka, tapi berkaitan dengan motivasi mereka, menurut pengamatan anda, bagaimana motivasi belajar mereka dikelas?
- C : Kalau dilihat kemarin, mereka disuruh langsung menulis, mereka itu protes, “Ah gak bisa gitu.” Ya mungkin karena mereka belum mendapatkan input, tapi tadi anda sudah memberikan contoh teks, mereka sudah mendapatkan input, dan saya lihat mereka sudah lumayan *participating in the class*, sudah mengerti apa yang akan mereka tulis. Tadi *pas* anda menjelaskan *parts of body*, itu memberikan mereka input juga. Jadi kemarin mereka kurang termotivasi karena belum tau apa yang akan mereka tulis, tapi motivasi

mereka sekarang lumayan sudah *ter-involve* dan lebih *participate* dalam pembelajaran.

- R : Kan saya kasih mereka PR cari biodata dan semua mengerjakan, cuma beberapa ada yang lupa dan tadi juga saya kasih tugas dan respon siswa bervariasi, ada yang semangat dan ada yang *males-malesan*. Itu kira-kira efektif tidak bu?
- C : Sepertinya efektif, jadi sebelum pertemuan hari ini, mereka *kan* sudah diminta untuk mencari biodata orang yang akan diseskripsikan, itu kan berkaitan dengan pembelajaran mereka dikelas, jadi sebelumnya mereka sudah siap, jadi tidak langsung dikelas disuruh mengerjakan ini dan itu, jadi dirumah mereka bisa belajar dulu, menurut saya itu efektif, karena itu akan membuat mereka penasaran dan akan terus belajar, yang penting menarik, dan kemarin anak-anak disuruh mencari gambar dan biodata diinternet itu menurut saya sudah cukup menarik. Dan buktinya tadi hampir semua mengerjakan.
- R : Mungkin untuk wawancara hari ini cukup, enam poin mengenai motivasi menulis siswa dan juga kemampuan menulis mereka, terimakasih bu, atas partisipasinya dalam interview ini dan selamat bertugas lagi.

INTERVIEW TRANSCRIPT 2

23th January 2014

Language Laboratory

R : Researcher

S : Student

- R : Nah ini Anisa, saya pengen Tanya-tanya. Yang pertama, Anisa, bagaimana kesanya setelah mengikuti pelajaran selama seminggu kemarin?
- S : Ya...seneng..seneng..karena bantu belajar juga.
- R : Senengnya kenapa?
- S : Ya seneng karena bisa meningkatkan, ya..yang dari yang tadinya gak tahu menjadi tahu.
- R : Terus menurut Anisa pembelajaran kemarin meningkatkan kemampuan menulis Anisa tidak?
- S : Menurut saya iya.
- R : Jadi, apanya yang meningkat? Bisa disampaikan kira-kira?
- S : Misalkan yang kemarin itu, misalkan yang ternyata paragraph kedua itu berisi *physical* appearance dan yang paragraph kesatu berisi misalkan nama, alamat dan lain-lain.
- R : Terus, setelah mengikuti pelajaran, apa sih yang masih sulit dalam menulis?
- S : Mungkin itu, kurangmasih kurang teliti huruf besar kecilnya.
- R : Suka tidak Anisa dengan cara mengajarnya Mr. Bay?
- S : Suka.
- R : Kenapa?

- S : Santai ngajarnya.
 R : Selain itu?
 S : Ya asik juga.
 R : Anisa paham tidak dengan materi yang diajarkan?
 S : Paham. 99 persen.
 R : Ya. Menurutmu, apa yang perlu dibenahi dari cara mengajar Mr. Bay?
 S : Gak ada sih.
 R : Bener gak ada?
 S : *Perfect*.
 R : Terimakasih. Terus, kita kan belajar memakai media seperti gambar, LCD dan worksheet dan sejenisnya. Suka tidak?
 S : Suka sih, karena biasanya kalau tulisan bisa diubah jadi gambar kan lebih asik.
 R : Terus mengenai pemberian tugas bikin poster dirumah, sebenarnya setuju tidak dikasih tugas seperti itu?
 S : Setuju banget, karena jadi bisa belajar kelompok, dan juga bisa ngerjain PR pelajaran lain juga.
 R : Mungkin bisa diceritakan gimana kelompokmu menyelesaikan tugasnya?
 S : Kita kerjakan dirumahnya Kiki, setelah pulang sekolah hari Sabtu kemarin.
 R : Bisa pada bekerja sama dengan baik tidak?
 S : Bisa.
 R : Semuanya kebagian tugas?
 S : Iya.
 R : Nah yang terakhir, tugas bikin poster kayak gitu bermanfaat tidak to berkaitan dengan pelajaran bahasa Inggris terutama menulis dalam bahasa Inggris?
 S : Iya.
 R : Sudah, mungkin ada hal lain yang perlu disampaikan ke Mr. Bay?
 S : Tidak.
 R : *Okay*, ya sudah terimakasih ya.

INTERVIEW TRANSCRIPT 3

23rd January 2014

Language Laboratory

R : Researcher

S : Student

- R : Yang pertama buat mas Fircoh, bener Fircoh ya? Fircoh absen berapa?
 S : Ya, enam belas.
 R : Ikut pelajaranya Mr. Bay semua to?
 S : Ya.
 R : Nah, pertanyaan pertama bagaimana menurut mas Fircoh pembelajaranya? Diajar Mr. Bay gimana?

- S : Enak, enak.
 R : Apanya yang enak?
 S : Karena menyenangkan.
 R : Terus yang kedua, apakah menurutmu pembelajaran kemarin mempengaruhi kemampuan menulis Fircoh?
 S : Ya.
 R : Memang apa yang sudah kamu pelajari?
 S : Mendeskripsikan idola.
 R : Setelah mengikuti pelajaran ini, apakah menulis dalam bahasa Inggris itu masih sulit?
 S : Tidak.
 R : Oya, apakah masih ada yang sulit dalam menulis?
 S : Belum tahu bahasa semuanya.
 R : O, belum tau kosa katanya ya?
 S : Iya.
 R : Fircoh faham tidak dengan apa yang diajarkan Mr. Bay?
 S : Paham.
 R : Apa yang masih kurang dari cara mengajar Mr. Bay?
 S : Tidak ada. Beres.
 R : Yang selanjutnya, Fircoh senang tidak dengan media yang digunakan misalkan dikasih gambar, LCD dan lain-lainya senang tidak?
 S : Seneng, karena jadi tidak banyak menulis.
 R : Terus tugas bikin poster dirumah, Fircoh mengerjakan tidak?
 S : Belum selesai.
 R : Kenapa?
 S : Belum begitu *mudeng*.
 R : Sudah dikumpulkan tugasnya?
 S : Belum.
 R : Kenapa?
 S : Ya belum selesai.
 R : Seneng tidak dikasih tugas seperti itu?
 S : Dikit.
 R : Apa yang tidak Fircoh senang?
 S : Ngerjainya dirumah.
 R : Harusnya dimana?
 S : Disekolah.
 R : Kelompoknya bisa bekerja sama dengan baik tidak? Ada masalah tidak?
 R : Pada nggak mau ngerjain.
 S : Kenapa?
 R : PR yang lain banyak.
 S : O gitu, ada yang lain mau disampaikan?
 R : Tidak.
 S : *Okay*, terimakasih ya mas Fircoh.

INTERVIEW TRANSCRIPT 4

23rd January 2014

Language Laboratory

R : Researcher

S : Student

R : Nah nanti silahkan dijawab sejujur-jujurnya sesuai yang dirasakan Afni ya, tenang saja ini tidak akan mempengaruhi nilaimu. Afni, bagaimana pembelajaran seminggu yang lalu?

S : Ya, lumayan?

R : Lumayan gimana?

S : Ya lumayan bisa.

R : Apakah pembelajaran kemarin itu meningkatkan kemampuan menulis mbak Afni?

S : Belum seratus persen.

R : Apa sih yang masih sulit?

S : Penyusunanya.

R : Penyusunanya belum bisa ya? Terus, suka tidak dengan cara mengajar Mr. Bay?

S : Suka. Lebih seru. Menjelaskan lebih gampang *nyantel*.

R : Pahami dengan yang diajarkan Mr. Bay?

S : Banyak pahami.

R : Ada yang gak faham?

S : Ya yang itu tadi.

R : Menurut Afni, yang ,asih kurang dari cara mengajar Mr. Bay apa?

S : Nggak tau.

R : Gak tau ya? Ya sudah tidak apa-apa. Afni sudah mengerjakan tugas posternya itu?

S : Belum.

R : Kenapa?

S : Fotonya ketinggalan.

R : Fotonya ketinggalan. Brarti tulisan deskriptifnya sudah? Atau ketinggalan juga?

S : Tidak. Kan aku yang bagian fotonya dan temenku ngerjain deskriptifnya.

R : Berarti ngerjain di rumah masing-masing terus disatuin di kelas ya? Kenapa tidak dikerjakan bareng-bareng di rumah?

S : Rumahnya jauh.

R : O gitu? Menurut Afni tugasnya menarik tidak?

S : Ya. Buat posternya.

R : Dikit lagi ya, kelompokmu mengerjakan tugas poster itu tidak?

S : Yang meja satunya belum selesai. *Nggak* tahu kenapa.

R : Susah ya tugasnya?

S : *Nggak*.

R : Kalau *nggak kok* belum selesai?

S : Ketinggalan.

R : Kesimpulan, kelompokmu bisa kerjasama dengan baik tidak?

S : *Nggak*.

R : Senang tidak dengan kelompoknya?

S : *Nggak* terlalu.

R : O begitu ya, ya sudah terima kasih ya. Silahkan kembali ke kelas.

INTERVIEW TRANSCRIPT 5

3rd February 2014

Language Laboratory

R : Researcher

C : Collaborator

R : Sebelum saya mengajukan beberapa pertanyaan, saya hendak melaporkan beberapa hal tentang apa yang telah kita lakukan di *cycle* satu kemarin. Ini sudah saya analisa secara mendasar tapi belum mendetail, sebagaimana kita tahu bahwa kita memiliki lima aspek dalam rubrik penilaian kita, ada *text organization*, *content*, *vocabulary* dan juga *mechanism*. Nah, dalam tiap aspek rentang nilainya satu sampai empat jadi nilai maksimal semua adalah dua puluh dan nilai minimalnya adalah empat. Dari nilai maksimal 20, kemarin di *pre-test* hasil rata-rata kelas adalah 9.25, dan setelah kita *treatment* seminggu dan Senin kita adakan test lagi, rata-rata kelas menjadi 14.38, atau secara prosentase naik sebesar 22 persen. Dan menurut saya itu peningkatan yang menurut saya cukup signifikan. Di *pre-test* yang parah adalah *grammar*, *vocabulary* dan *mechanism* mereka karena rata-rata kelasnya cuma berkisar pada rentang satu dan dua saja, tapi setelah kita *treatment* rata-rata kelasnya menjadi naik antara dua sampai tiga, atau naik sekitar 10 persen. Dan peningkatan terbesar itu pada aspek *content* yang mencapai 35 persen. Itu secara kuantitatif. Dan secara kualitatifnya kegiatan dikelas itu ada sekitar lima anak itu jadi *trouble makers*, dan ada dua yang tingkat *trouble makers*nya sudah parah jadi perlu perhatian khusus, selain mereka membuat gaduh kelas, mereka juga jarang mengerjakan tugas, dikasih PR tidak mengumpulkan dan terkadang ngajak temennya *gojek*. Yang kedua, mereka belum bisa diskusi dengan baik, terus *feedback* dari guru tidak diperhatikan, jadi setelah saya kasih *feedback* didepan kelas setelah itu mereka masih melakukan kesalahan yang sama. Terus, suara anak-anak selama diskusi itu katanya terdengar agak keras dari luar. Nah, wawancara ini akan membahas *cycle* satu kemarin dari awal sampai akhir. Okay, Bu Ima sebagai *collaborator*, pertanyaan pertama. Merujuk pada hasil tes, apakah kemampuan menulis siswa itu meningkat, dan seberapa besar peningkatannya?

C : Kalau dari apa yang saya lihat, kemampuan menulis mereka memang meningkat, terutama dalam kuantitasnya. Ketika saya nilai kemarin, kalau pada nulis dua paragraf dan tiap paragraph ada enam *sentences*, untuk ukuran anak SMP kelas satu itu sudah sangat cukup. Yang kurang itu *grammar* dan *punctuation*. Yang parah itu *grammarnya*. Mungkin mereka butuh semacam *drills* yang mengajarkan *grammar*. Kalau besaran peningkatan kalau dari belum bisa menjadi langsung bagus banget itu

- mungkin sulit, karena memang butuh proses. Tapi sejauh ini, kalau ada peningkatan 22 persen sepertinya itu sudah *sedenganlah*.
- R : Terus, tadi sudah disinggung, tapi mungkin disini bisa diekplorasi lagi, kesulitan apa yang masih dominan dalam tulisan mereka?
- S : Kalau *grammar* mereka sepertinya belum bisa membedakan benda jamak dan benda tunggal. Misalkan *is* dan *are* mereka masih banyak yang salah. Juga penggunaan *his*, *her* dan *him*. Mungkin *noun phrase* juga masih kebalik-balik.
- R : Dengan analisa begitu, jadi apa yang perlu kita fokuskan dalam *cycle* dua nanti?
- C : Mungkin perlu ada *task* latihan *grammar* yang lebih detail. Seperti membuat *sentence* yang bisa membuat mereka tau kapan menggunakan *is* dan *are*.
- R : Terus selanjutnya, mengenai teknik mengajar guru, apakah *steps* mengajar guru sudah sesuai dengan apa yang kita rencanakan?
- C : Kalau dari rencana yang sudah dibuat, sebagian besar sudah *discover*, mungkin ada beberapa ada yang terselip tapi secara garis besar sudah urut, jadi mulai mengenalkan anak dari aspek yang kecil hingga mereka harus membuat proyek yang besar begitu, menurut saya sudah menunjukkan *scaffolding*.
- R : Terus dari pengamatan anda, apa yang perlu dibenahi dari cara mengajar guru?
- C : Mungkin yang perlu diperbaiki adalah manajemen kelas.
- R : Contohnya bagaimana?
- C : Misalkan kalau selama ini banyak anak yang ramai dan tidak memperhatikan, mungkin bisa lebih diperhatikan tempat duduk anak. Mungkin bisa di *role* atau ditukar tempat, karena mereka itu terlalu asik dengan teman sebangku dan bahkan yang *cowok* itu main lempar-lemparan dikelas dan anda kurang memperhatikan itu. Apalagi ketika di laboratorium. Terus, untuk masalah motivasi mereka, saya lihat mereka sudah makin *involve* dalam kelas. Terutama kalau anda pakai media yang menarik seperti gambar-gambar dan juga mereka juga harus diberi tugas yang membuat mereka sibuk, jadi pas lagi *workgroup* itu pastikan semua anak bekerja. Jadi cuma satu yang kerja dan yang lain ramai. Dan tolong anak yang ramai itu lebih diperhatikan dan lebih tegas, apa lagi yang biang onar.
- R : Itu dari manajemen kelas, dari segi pembelajarannya bagaimana?
- C : Kalau materi sudah sangat bervariasi, *taks* juga sudah banyak, tidak monoton, kalau dalam penguasaan materi mungkin anda perlu lebih mempersiapkan seperti mengecek *pronunciation* dan *spelling*. Karena kalau salah bisa bahaya.
- R : Poin berikutnya tentang motivasi, tapi tadi sudah disinggung diawal dan sudah cukup, dan selanjutnya mengenai interaksi siswa, baik antar siswa ataupun dengan guru, bagaimana?
- C : Interaksi antara guru dan siswa sebenarnya bagus, saat anda menyuruh mereka untuk *workgroup* dan mereka sangat memanfaatkan kesempatan untuk bertanya pada guru. Tapi, imbasnya kelasnya jadi ramai. Kalau antar

siswa masih sedikit kurang karena mereka berinteraksi untuk hal-hal diluar pelajaran seperti ngobrol sendiri.

- R : Kemudian berkenaan dengan teknik mengajar guru, mungkin ada saran atau tambahan untuk perbaikan di *cycle* dua?
- C : Kalau media anak nampaknya sudah cukup senang, tapi kalau bisa bawa lebih misalkan realia mungkin akan lebih bagus. Tapi kemarin sudah sangat cukup *kok* dengan gambar artis-artis terkenal. Untuk teknik mengajar, lebih difokuskan apa masalah yang ada di *cycle* satu. Terus, harusnya ada tugas yang membuat *students* digrup bisa bekerja semua.
- R : Yang terakhir mengenai tugas proyek atau *end-product* yang saya berikan pada anak-anak dengan mencari gambar diinternet, nulis dan *printing* dan lain sebagainya. Yang pertama, sudah baguskan penerapannya?
- C : Menurut saya sudah bagus, karena sekarangkan pemanfaatan teknologi kan bukan hal yang sulit diakses. Itu bukan hal yang sulit buat siswa, dan itu juga menambah kreativitas siswa, cari gambar yang unik dan pakai *nempel-nempel gitu* kan menyenangkan. Penerapannya sudah bagus.
- R : Mungkin ada catatan-catatan khusus yang mungkin bisa dikatakan kurang bagus?
- C : Kedisiplinan siswa, kemarin *kan* diberikan waktu tiga hari yang sangat cukup apalagi tugas kelompok, tapi kenyataanya banyak kelompok yang belum mengerjakan. Mungkin bisa memberikan sanksi seperti mengurangi nilai jika mengumpulkannya telat.
- R : Poin terakhir, kalau anda refleksikan dari tugas proyek kemarin, saran anda untuk *cycle* berikutnya harus bagaimana?
- C : Kedisiplinan siswa, lalu pastikan setiap anak bekerja, kan mereka diberi tugas dirumah berkelompok, bagaimana anda tau kalau mereka itu benar-benar bekerja, masing-masing itu bekerja. Mungkin itu.
- R : Mungkin cukup Ibu, semua aspek sudah saya tanyakan, terimakasih atas waktunya.

INTERVIEW TRANSCRIPT 6

28th January 2014

Language Laboratory

R : Researcher

ET : English Teacher

- R : Jadi begini bu, saya kan sudah mengajar selama seminggu, tiga kali pertemuan dalam lima jam, dalam hal menulis, sebagaimana dalam rubric penilaian, kita tahu bahwa kita memiliki lima aspek dalam rubrik penilaian kita, ada *text organization*, *content*, *vocabulary* dan juga *mechanism*. Jadi dalam tiap aspek rentang nilainya satu sampai empat jadi nilai maksimal semua adalah dua puluh dan nilai minimalnya adalah empat. Dari nilai

maksimal 20, kemarin di *pre-test* hasil rata-rata kelas adalah 9.25, dan setelah kita *treatment* seminggu dan Senin kita adakan test lagi, rata-rata kelas menjadi 14.38, atau secara prosentase naik sebesar 22 persen. Dan menurut saya itu peningkatan yang menurut saya cukup signifikan. Di *pre-test* yang parah adalah *grammar*, *vocabulary* dan *mechanism* mereka karena rata-rata kelasnya cuma berkisar pada rentang satu dan dua saja, tapi setelah kita *treatment* rata-rata kelasnya menjadi naik antara dua sampai tiga, atau naik sekitar 10 persen. Dan peningkatan terbesar itu pada aspek *content* yang mencapai 35 persen. Itu secara kuantitatif ya bu.

ET : Oya, itu karena sudah didukung dengan *vocabulary* ya jadi tulisanya jadi banyak.

R : Tapi ada fenomena aneh yang saya temukan bu. Jadi dikelas ada sekitar lima anak yang setelah diberi *treatment* itu nilainya tetap tidak ada peningkatan bahkan ada yang menurun. Nah kebetulan mereka itu adalah yang kena kasus kemarin itu, termasuk Achmad itu, nilai dia turun, dia itu yang terlibat insiden pemukulan dengan Fuad didalam kelas kemarin. Itu jadi buat saya, kenapa *kok* diajari nilainya tidak tambah tapi malah turun, entah itu terkait dengan karakter mereka atau bagaimana nanti akan kami analisis lagi. Berkaitan dengan hal tersebut, ada beberapa tindakan yang kami ambil, yang pertama kami memberikan hukuman dalam hal ini dari Wali Kelas dan Guru BK terhadap anak-anak yang bermasalah, dan juga kami memberi konseling diluar jam pelajaran. Dan secara kualitatifnya kegiatan dikelas itu ada sekitar lima anak itu jadi *trouble makers*, da nada dua yang tingkat *trouble makers*nya sudah parah jadi perlu perhatian khusus, selain mereka membuat gaduh kelas, mereka juga jarang mengerjakan tugas, dikasih PR tidak mengumpulkan dan terkadang ngajak temennya *gojek*. Yang kedua, mereka belum bisa diskusi dengan baik, terus *feedback* dari guru tidak diperhatikan, jadi setelah saya kasih *feedback* didepan kelas setelah itu mereka masih melakukan kesalahan yang sama. Terus, suara anak-anak selama diskusi itu katanya terdengar agak keras dari luar. Berkaitan dengan hal ini, saya dan teman saya memutuskan untuk mengacak grup, jadi mereka tidak kumpul dengan teman semeja mereka. Yang kedua kelompoknya kami perkecil, kalau kemarin satu kelompok enam siswa kalau sekarang cuma empat. Terus selanjutnya, kami perbanyak tugas dan kegiatannya agar mereka lebih sibuk berdiskusi. Kemudian materi kami buat lebih menarik lagi meskipun kemarin sudah cukup menarik buat anak-anak.

ET : Sesuai laporan ini berarti sudah melakukan satu siklus dan sudah menemukan peningkatan. Berapa persen tadi?

R : 20 persen.

ET : Dalam sebuah *treatment* itu sudah dikatakan berhasil meskipun tidak begitu signifikan. Tapi itu sudah bagus karena *treatment* menang tidak harus signifikan yang penting membawa perubahan, itu yang pertama. Terus yang kedua, dalam mengajar itu yang perlu diperhatikan adalah karakter siswa dan kemampuan mereka dalam menangkap materi, kita tau bahwa tiap anak punya karakter yang berbeda-beda, minat beda-beda, dan misalkan suatu

contoh tadi misalkan teman semeja satu bangku tapi tidak mau diskusi tapi malah kerja sendiri-sendiri, kenapa itu? Karena mereka merasa tidak cocok atau mungkin ada masalah diantara mereka berdua. Hal yang tidak kondusif seperti ini sangat berpengaruh pada hasil penelitian atau hasil pembelajaran kita. Jadi, *treatment* apapun, kita harus siapkan dulu dari rumah, kemudian sebelum memulai kita harus melakukan pendekatan secara emosional dulu terhadap siswa sambil mengukur *treatment* ini kira-kira bisa masuk apa tidak. Sambil menata strategi supaya *treatment* kita bisa masuk, idealnya anda harus punya lebih dari *treatment* satu, dua dan tiga. Bisa satu gagal, brarti menggunakan kedua, kalau gagal lagi brarti menggunakan yang selanjutnya. Jadi kita gunakan sesuai kondusi. Karena kita bekerja dengan benda gerak yang punya emosi, minat yang gak stagnan tapi dinamis. Nah itu saran saya, karena kalau cuma satu *treatment* itu berarti memaksakan. Jadi karena kondisi yang *unpredictable* itu RPP tidak harus dilakukan persis seperti yang direncanakan yang penting materi tercapai. Berikutnya, tadi adal enam atau delapan anak yang stagnan jadi mereka tidak mengalami perubahan tetap pada titik itu, kenapa? Karena memang kemampuan mereka seperti itu, oleh sebab itu mereka membuat ulah, mungkin karena tidak suka dengan bahasa Inggris, terus jemu dikelas, melihat teman-temannya pada kerja jadinya jengkel, akhirnya mereka mencari perhatian temanya dan mengajak ramai temanya, mereka itu cuma *pengen* cari teman supaya tidak merasa sendiri, jadi mereka itu minder, kalau menurut saya. Ya dengan anak seperti ini harus kita lakukan pendekatan, kita beri motivasi kalau perlu kita ajak keruangan dan ditanya apa masalahnya. Memang saya tidak melihat langsung, tapi saya tahu, saya terkadang lewat, terkadang tanya anak-anak, memang tidak mudah mengajar 7F karena mereka secara psikologis banyak berulah dan beda dari kelas yang lain sehingga *treatment* pun juga harus, kalau obat itu dosisnya harus tinggi. Itu menurut saya yang perlu diperhatikan.

R : Suara anak-anak itu apa terdengar keras ya bu?

ET : Ya bisa dikatakan iya.

R : Nanti takutnya dikira itu, belajar apa itu *kok* suaranya *kayak* begitu..

ET : O tidak, *nggak* masalah. Cuma itu, Bu Hastuti bilang, “Bu *kok* jamnya agak *molor* ya.” Itu sebenarnya cuma masalah manajemen. Anda sudah bagus, yang perlu ditingkatkan dari dulu ya manajemen, manajemen, manajemen.

ET : Terimakasih ya bu, selamat bertugas kembali.

INTERVIEW TRANSCRIPT 7

3rd February 2014

Language Laboratory

R : Researcher

S : Student

R : Yang pertama, silahkan disampaikan kesanya setelah mengikuti pelajaran seminggu terakhir ini, bukan semua pelajaran, yang tentang *describing room*, terutama berkaitan dengan pembelajaran, kesanya gimana?

S : Kesanya asik, enak gitu, bisa bikin-bikin replika ruangan, bisa tambah akrab sama temen-temen, bisa kerjasama itu waktu bikin dari gabus, yang bikin ruangan itu, asik, enak.

R : Terus, pembelajaranya itu mempengaruhi kemampuan menulis kamu tidak?

S : Ya mempengaruhi banget, tadinya yang tidak bisa paragraf pertama isinya apa, yang kedua isinya apa, jadi sangat mempengaruhi kemampuan menulis kita.

R : Masih menemukan kesulitan tidak dalam menulis?

S : Masih dikit, yang kosa kata, nyusun kalimat gitu masih agak bingung.

R : Dea suka suka tidak dengan cara mengajar Mr. Bay?

S : Suka. Asik, kalau ditanya itu jawabnya enak, ya asik *aja*.

R : Terus faham tidak *sih* kalau Mr. Bay ngomong didepan kelas?

S : Faham.

R : Menurut Dea, masih ada yang perlu diperbaiki tidak dari cara mengajar Mr. Bay?

S : Enggak *sih*, sudah enak cara ngajarnya.

R : Kemarin *kan* udah pakai berbagai media, pakai gambar dan lain sebagainya. Suka tidak?

S : Suka banget, *kan* jadi kreatif ya suka, enak gitu.

R : Membantu dalam memahai pembelajaran bahasa Inggris tidak?

S : Ya, membantu banget.

R : Kalau mengharuskan *bikin macem-macem* itu, merepotkan tidak *sih*?

S : Tidak *sih*, *kan* temanya mau diajak kerja sama dan gampang. Ya tapi kalau temanya susah ya repot.

R : Menarik tidak?

S : Menarik.

R : Bisa kerjasama dalam kelompok tidak?

S : Bisa.

R : Siapa saja kelompoknya?

S : Saya, Fuad, Indrayana sama Safrisal.

R : Selama kerja kelompok itu bisa berpengaruh dalam meningkatkan kemampuan bahasa Inggrismu tidak? Misalkan jadi tau karena diskusi dengan teman dan tanya teman dan lain sebagainya. Berpengaruh tidak itu?

S : Ya, berpengaruh.

R : Ada yang mau disampaikan lagi?

S : Enggak.

R : Udah ya Dea, terima kasih.

INTERVIEW TRANSCRIPT 8

3rd February 2014

Language Laboratory

R : Researcher

S : Student

R : Sekarang saya dengan dek Mela, dengan pertanyaan yang sama silahkan dijawab sesuai dengan hati nurani dek Mela, bagaimana kesan seussai mengikuti pelajaran *describing room* kemarin?

S : Kesanya sih enak ya, menurutku lebih seru Mr. Bay daripada Ms. Li. Terus lebih enak, lebih *enjoy*.

R : Pembelajaran kemarin mempengaruhi kemampuan menulismu nggak?

S : Banget.

R : Memang apa aja yang kamu pelajari kemarin?

S : *Decriptive text, identification paragraph, description paragraph*, pokoknya banyak tentang bahasa Inggris.

R : Masih menemukan kesulitan tidak dalam menulis bahasa Inggris?

S : Masih.

R : Apa?

S : Aturan kalimat dan aturan tentang nulisnya itu.

R : Kenapa belum bisa, bukanya kemarin sudah dijelaskan?

S : Belum begitu faham banget.

R : Kenapa tidak tanya?

S : Sebenarnya sudah mudeng, tapi kadang masih ada yang salah-salah gitu.

R : Terus, suka dengan cara mengajar Mr. Bay?

S : Suka, karena lebih enak daripada Ms. Li, enak, seru dan nggak tegang gitu.

R : Mang kalau sama Ms. Li tegang ya?

S : Iya.

R : Ketika Mr. Bay ngomong didepan kelas faham tidak?

S : Faham.

R : Menurut Mela ada yang perlu diperbaiki tidak dari cara mengajar Mr. Bay?

S : Nggak. Cuma lebih keras *aja* biar teman-teman *nggak* pada ramai.

R : Kemarin *kan* kita pakai banyak media, pakai gabus, gambar, kertas ada *mind mapping* dan sebagainya, suka tidak dengan macam-macam seperti itu?

S : Suka. Karena lebih kreatif, ya berbeda gitu cara ngajarnya.

R : Dengan media-media itu membantu tidak dalam memahami pembelajaran bahasa Inggris?

S : Membantu.

R : Kalau pakai nyusun-nyusun dan motong-motong kertas dan gabus itu merepotkan tidak?

S : Merepotkan iya, tapi bermanfaat.

R : Menarik tidak?

S : Menarik.

R : Sulit tidak?

- S : Ya kalau teman-temanya sulit diatur ya sulit, tapi kalau teman-temanya disiplin ya *nggak* sulit.
- R : Kalau kelompokmu sulit diatur atau disiplin?
- S : Kalau kadang sulit kadang disiplin.
- R : Saya, Farhan, Uzi sama Anggriawan.
- R : Bisa pada bekerja sama dengan baik tidak?
- S : Bisa.
- R : Saat diskusi itu bisa memanfaatkannya untuk belajar tidak? Misalkan tanya temanya tentang yang sulit.
- S : Bisa.
- R : Ya sudah, terimakasih ya. Silahkan kembali kekelas.

INTERVIEW TRANSCRIPT 9

3rd February 2014

Language Laboratory

R : Researcher

S : Student

- R : Yang pertama buat Theo gimana kesanya pembelajaran seminggu kemarin?
- S : Enak, diajar sama Mr. Bay.
- R : Apakah pembelajaran kemarin mempengaruhi kemampuan menulismu bahasa Inggris Theo?
- S : Iya.
- R : Memang apa aja yang Theo pelajari kemarin?
- S : Ya belajarn bahasa Inggris, menulis.
- R : Masih sulit tidak dalam menulis bahasa Inggris?
- S : Ya lumayan sudah gampang.
- R : Yang masih sulit bagian apa?
- S : Yang kosa kata sama paragraph.
- R : Theo suka tidak dengan cara mengajar Mr. Bay?
- S : Sangat suka.
- R : Kenapa sangat suka?
- S : Karena *enjoy*, baik sama murid-muridnya.
- R : Ketika Mr. Bay ngomong didepan kelas faham tidak?
- S : Faham.
- R : Menurut, Theo ada yang perlu diperbaiki tidak dari cara mengajar Mr. Bay?
- S : Tidak. Baik.
- R : Kemarin kan kita pakai banyak media, pakai gabus, gambar, kertas ada *mind mapping* dan sebagainya, suka tidak dengan macam-macam seperti itu?
- S : Suka. Karena sama melatih ketrampilan.
- R : Dengan media-media itu membantu tidak dalam memahami pembelajaran bahasa Inggris?
- S : Sangat.

- R : Kalau tadi disuruh nyusun-nyusun dan motong-motong kertas dan gabus itu merepotkan tidak?
- S : Merepotkan tapi menyenangkan.
- R : Menarik tidak tugasnya?
- S : Menarik.
- R : Bisa pada bekerja sama dengan kelompokmu tidak?
- S : Bisa.
- R : Kelompokmu siapa saja?
- S : Mahendra, Vita, Sekar.
- R : Saat diskusi itu bisa memanfaatkanya untuk belajar tidak?
- S : Bisa.
- R : Ada yang lain yang perlu disampaikan?
- S : Bisa.
- R : Ya sudah, terimakasih Theo.

INTERVIEW TRANSCRIPT 10

3rd February 2014

Language Laboratory

R : Researcher

S : Student

- R : Buat dek Farhan yang pertama, bagaimana kesanya pembelajaran seminggu kemarin?
- S : Ya menyenangkan, jadi lebih faham tentang deskriptif teks.
- R : Pembelajaran kemarin mempengaruhi kemampuan menulismu bahasa Inggris Farhan?
- S : Iya.
- R : Memang apa aja yang Farhan pelajari kemarin?
- S : Descritif teks, memperkenalkan ruang-ruangan dan kegiatan-kegiatan *writing* gitu.
- R : Masih sulit tidak dalam menulis bahasa Inggris?
- S : Lebih mudah.
- R : Apa yang masih sulit?
- S : Enggak ada.
- R : Suka tidak dengan cara mengajar Mr. Bay?
- S : Suka, enak dan baik dengan murid-muridnya.
- R : Ketika Mr. Bay ngomong didepan kelas faham tidak?
- S : Faham.
- R : Menurut, Farhan ada yang perlu diperbaiki tidak dari cara mengajar Mr. Bay?
- S : Tidak.
- R : Kemarin kan kita pakai gabus, gambar, kertas ada *mind mapping* dan sebagainya, suka tidak dengan macam-macam seperti itu?

- S : Suka. Karena berfikirnya lebih enak.
 R : Berarti media itu bisa membantu dalam memahami pembelajaran bahasa Inggris ya?
 S : Iya.
 R : Terus tugas kemarin yang nikin replika itu merepotkan tidak?
 S : Merepotkan tapi jaid lebih mudah difahami?
 R : Menarik tidak tugasnya?
 S : Menarik.
 R : Bagaimana pada bekerja sama dengan kelompokmu tidak?
 S : Bisa.
 R : Siapa saja kelompoknya?
 S : Angriawan, Ahmad Fauzian ama Mela.
 R : Saat diskusi itu bisa memanfaatkanya untuk belajar tidak?
 S : Bisa.
 R : Ya sudah, terimakasih ya sudah membantu saya terimakasih atas waktunya, silahkan kembali kekelas.

INTERVIEW TRANSCRIPT 11

4th February 2014

Language Laboratory

R : Researcher

C : Collaborator

- R : Saya ingin bertanya-tanya sedikit tentang pembelajaran di Cycle Dua dimana saya telah mengajar, anak-anak telah mengikuti pelajaran dan anda telah memantau sepanjang Cycle pertama sampai terakhir. Sebelumnya silahkan dilihat disana hasil dari kerja proyek siswa membuat replika ruangan-ruangan didalam sebuah rumah. (Peneliti menunjuk kesebuah meja dimana replika berbagai ruangan dari gabus hasil kerja proyek siswa.) Silahkan diberi komentar dulu bu.
- C : Komentarnya, “wow!” Ya lucu ya, mereka bisa membuat barang-barang dari *Styrofoam* kemudian dibentuk menjadi miniature kursi, lemari, dan sebagainya yang mungkin saya sendiri tidak bisa membuat tapi mereka dengan sangat kreatifnya bisa membuat benda-benda ini. Ya sangat menarik menurut saya.
- R : Sekarang tentang writing mereka, merujuk pada tulisan mereka, menurut anda apakah kemampuan menulis mereka bisa dikatakan meningkat yaitu perbandingan antara cycle satu kemarin dan cycle kedua ini. Yang kedua, seberapa peningkatan mereka, tidak signifikan, sedang atau sangat signifikan?
- C : Jelas dari yang saya lihat writing mereka sangat meningkat kalau dibandingkan dari awal, itu sangat meningkat sekali. Dari nilai mereka yang cuma 25 sampai 40. Kalau *cycle* dua ini, sangat berbeda, yang mendapat

nilai 25 itu cuma ada satu atau dua saja. Yang lain sudah 75 keatas. Dan menurut saya itu sudah sangat meningkat. Sangat bagus.

- R : Kemudian kalau dilihat secara kualitatif, perbandinganya bagaimana dari *cycle* satu ke *cycle* dua. Terutama aspek-aspek secara spesifik.
- C : Perbandinganya, kalau secara umum, dari segi kuantitas sudah sangat meningkat, cuma ada satu dan dua anak yang cuma menulis dua kalimat, tapi yang lain semua sudah menulis dengan paragraph yang panjang-panjang. Kalau grammar memang masih ada beberapa kesulitan, tapi tidak separah *cycle* sebelumnya. Jadi anak sudah mengerti, meski ada beberapa kesalahan yang tidak separah sebelumnya. Kalau masalah *vocabulary*, terutama word usage mereka itu sudah bagus, sudah bisa menggunakan dengan baik. Lalu mengenai *mechanism*, mungkin cuma masalah huruf kapital, tapi kalau tanda baca cuma sedikit anak yang belum menggunakan dengan tepat.
- R : Kemudian tentang cara mengajar guru dikelas, apakah *steps* mengajarnya sudah sesuai dengan rencana yang ditetapkan dan sudah sesuai dengan teori pembelajaran yang ada?
- C : Yang saya lihat sudah urut, sama di *cycle* satu juga sudah bagus sudah urut, sudah ada *scaffolding*, dari anak-anak diberi contoh-contoh teks, kemudian cara menulisnya dan diakhir secara individu menulis satu teks utuh tanpa bantuan.
- R : Apakah mungkin masih ada yang perlu dibenahi?
- C : Kalau teknik mengajar sudah bagus, cuma ya ada hal-hal kecil yang masih perlu persiapan matang. Seperti tadi, dalam kejar proyek, seharusnya anda memperhitungkan ukuran Styrofoam dalam membuat replika ruangan seperti yang kurang sesuai dengan apa yang mereka kerjakan kemarin, jadi mereka harus bekerja dua kali untuk *re-size* replika mereka. Manajemen kelasnya seperti yang sudah lebih baik dari kemarin. Kalau ada yang ramai langsung diingatkan, langsung ditunjuk dan sebut nama.
- R : Kemudian, tentang motivasi siswa dalam belajar mengajar, jika dibandingkan *cycle* ini dengan sebelumnya gimana bu perbandinganya?
- C : Di *cycle* dua ini mereka lebih termotivasi karena anda juga membuat tasks yang membuat mereka tertarik untuk mengerjakan. Tugas proyek juga melibatkan kreatifitas anak, jadi mereka senang mengerjakan dan tidak bosan. Kalau dalam kerja kelompok mereka juga lebih *involve*, partisipasi mereka lebih dibanding dengan yang kemarin. Dalam kerja kelompok, mereka itu sedikit ramai tapi ramainya itu ramai sibuk mengerjakan tugas. Ya meski ada satu dua anak yang seperti yang memang sulit fokus gitu, tapi secara umum lebih baik dari *cycle* kemarin.
- R : Kemudian, tadi sudah disinggung sedikit, tapimungkin perlu dieksplorasi lebih mengenai interaksi siswanya. Baik siswa dengan siswa ataupun dengan guru, bagaimana perbandinganya antara *cycle* ini dengan sebelumnya.
- C : Kalau di *cycle* dua ini, siswa lebih bisa bekerja sama dalam kelompok. Terutama dalam pengelompokan, waktu diawal-awal pengelompokan siswa nampak tidak mau bergabung dengan kelompoknya, tapi tadi ketika mereka

disuruh gabung dengan kelompok mereka mereka langsung gerak dan pindah. Dan sepertinya tidak ada konflik dengan kelompok, seperti kemarin-kemarin. Kalau dengan guru, memang dari awal itu mereka sepertinya sudah tidak merasa canggung, tidak ada jarak, memang dengan guru itu ingin selalu bertanya.

- R : Kemudian, bagaimana tentang tugas proyek ini? Dibanding *cycle* pertama kemarin?
- C : Tugas *cycle* ini lebih jelas, maksudnya tiap siswa itu mengerjakan karena proyek ini dikerjakan dikelas, bukan dirumah. Kalau dirumah kan kita tidak tahu siapa yang mengerjakan siapa yang tidak. Siapa yang mengerti dan siapa yang tidak. Kalau dikelas kita jadi bisa melihat secara langsung siswa menyelesaikan tugas dalam kelompok. *Cycle* kemarin itu proyeknya sudah bagus tapi yang ini lebih bagus.
- R : Ya meskipun sudah dikatakan bagus, mungkin ada beberapa catatan khusus mengenai penerapan proyek dalam kelas ini?
- C : Sepertinya sudah cukup.
- R : Terakhir bu, sekitar satu jam pelajaran itu mereka habiskan untuk menyelesaikan tugas ini, dalam satu jam itu, menurut pendapat anda itu mempengaruhi kompetensi bahasa Inggris mereka tidak bu atau mempermudah memahami konsep-konsep kebahasaan tidak bu?
- C : Dengan aktivitas-aktivitas seperti ini menurut saya itu sangat membantu mereka memahami materi yang sedang anda ajarkan pada anak-anak. soalnya ini sangat...., jadi anak itu tidak cuma tau konsep teori tapi mereka bisa mengaplikasikan, jadikan ditugas ini mereka disuruh membuat ruangan sesuai teks dan menempatkan barang sesuai teks. Jadi mereka tidak hanya membayangkan, mereka juga tahu kenyataanya gitu.
- C : Ya sudah bu, untuk interview hari ini. Terimakasih atas waktunya bu, selamat bertugas kembali.

INTERVIEW TRANSCRIPT 12

4th February 2014

Language Laboratory

R : Researcher

T : Teacher

- R : Yang pertama saya ingin melaporkan perkembangan *improvement* yang terjadi dari *cycle* satu ke *cycle* dua. Rata-rata kelas meningkat sebesar 12 persen. Yang tertinggi itu di *vocabulary*, mereka meningkat 17 persen, jadi tulisan mereka lebih banyak dan variatif. Peningkatan terendah itu masih di *grammar*, yang terjadi peningkatan 7.5 persen. Itu mungkin aspek paling sulit yang ditemui anak-anak. kemudian jika kita jumlahkan peningkatan dari *cycle* satu dan dua, total rata-rata kelas meningkat sebesar 35 persen. Dengan peningkatan tertinggi pada *text organization* mereka meningkat 43 persen, *content* 42 persen, dan terendah adalah *grammar* yaitu 19 persen. Tapi, ini adalah hitungan secara matematis statistik. Tapi, ini saya bawaan hasil tulisan anak-anak, sebenarnya kalau kita lihat secara kasat mata kita bisa melihat perkembangan mereka. Dari nilai mereka yang cuma rata-rata 40 dan diakhir mereka bisa mencapai rata-rata 80, harusnya ada banyak peningkatan. Tapi ternyata secara statistik *kok* cuma sedikit peningkatannya, setelah saya pikir-pikir ternyata ada kelemahan pada rubrik penilaian saya. Jadi dalam rubrik ada lima aspek dan dalam setiap aspek nilai minimalnya kan satu, jadi saya ambil contoh risang, yang hanya menulis dua kalimat saja, dia sudah dapat nilai 1,1,1,1 dan 1 yang kalau dikonversi ke nilai seratus dia sudah dapat nilai 25, 25 kan sudah seperempat dari nilai maksimal, padahal tulisan dia itu sangat kurang. Jadi memang ada kelemahan dirubrik saya, jadi lebih baik ibu lihat peningkatannya secara langsung tulisan mereka. Itu tentang tulisan mereka. Yang kedua tentang keualitas pembelajaran mereka, dengan teknik yang saya terapkan, misalkan dalam *grouping* *dicycle* dua saya acak mereka, jadi beberapa cowok yang nakal itu bercampur dengan cewek dan itu lebih efektif dan suara mereka jadi lebih tereduksi. Dan berdasarkan interview dengan mereka, mereka itu berkata bahwa mereka bisa bekerja sama dengan baik dalam kelompok dan mereka juga lebih bisa berinteraksi dengan gurunya ketika belajar dalam kelompok diskusi. Jadi tidak ada rasa canggung meskipun berada semeja dengan teman yang tidak biasa. Meskipun kemarin ada insiden ada dua siswa yang hampir berkelahi, yaitu Risang dan Theo, kalau Risang kan kita sudah tau track-record dia kalau Theo yang saya tau dia anak baik dan pintar, ya mungkin ada gesekan disana sehingga hampir berkelahi, tapi bisa saya leraikan dan bisa dihindarkan. Mengenai proyek, di *cycle* satu mereka saya suruh bikin poster, dan di *cycle* dua mereka saya suruh bikin replika dengan gabus tentang ruangan. Demikian bu, mungkin ada komentar?
- T : (Guru mengecek semua hasil tulisan siswa.) Ini yang awal dan ini yang terakhir ya?
- R : Iya bu, untuk nilainya nanti saya lampirkan dipenelitian saya dan nanti tolong hasil tulisan siswa itu ibu serahkan ke anak-anak biar mereka bisa melihat hasil kerja mereka.
- T : Ini *cycle* satu mendeskripsikan *famous person* dan yang kedua mendeskripsikan ruangan ya?
- R : Benar bu, jadi *dicycle* dua memang secara level memang lebih sulit dibanding *cycle* pertama karena menggunakan struktur bahasa yang lebih

komplek misalkan menggunakan *preposition*, formal subyek *there* dan lain sebagainya.

- T : Tapi memang kalau saya lihat sudah lebih bagus tulisan mereka jika dibanding saat mendeskripsikan idol. Dan ini pada *pre* jelek ya?
- R : Iya.
- T : Dan di *cycle* dua sudah mulai bagus, meskipun ya grammarnya belum bagus, karena memang dilihat dari perilaku mereka, mereka itu akan susah dalam hal *grammar*. Karena *grammar* itu perlu ketelitian dan mikir, jadi kalau dikaitkan dengan perilaku mereka yang *selengekkan* ya dalam hal *grammar* ya dia akan begitu juga. Okelah, saya sudah bisa menangkap kemampuan anak-anak, anda jadi sudah selesai penelitiannya?
- R : Sudah bu, semua data sudah saya rekan dan saya simpan untuk nanti sebagai bahan penyusunan laporan skripsi saya.
- T : Ini laporan anda saya terima, nanti nilainya saya kasihkan anak-anak. Nanti mereka akan saya tes lagi, apakah mereka bisa kembali menggunakan kemampuan menulis mereka dengan konteks yang berbeda atau tidak. Dan baiklah kalau data mas Bayu sudah cukup, ya silahkan segera dibuat laporanya dan jangan ditunda-tunda dan semoga bisa bermanfaat. Dan maaf saya hanya bisa bantu sebisa saya dan kondisi lapangan memang ya begini mas.
- R : Saya yang seharusnya berterimakasih atas semua kemudahan, bantuan, motivasi dan fasilitas yang sudah diberikan pada saya. Dan terakhir, mungkin.

DOCUMENTATION



The teacher uses presentation slides through a LCD projector to give useful information of the project development.



The teacher gives advice and suggestions to one of the students when he is composing his text.



One of the students is working with the worksheet provided by the teacher.



The students are listening to the teacher's feedback



The teacher appoints the student who tends to be a troublemaker in the classroom.



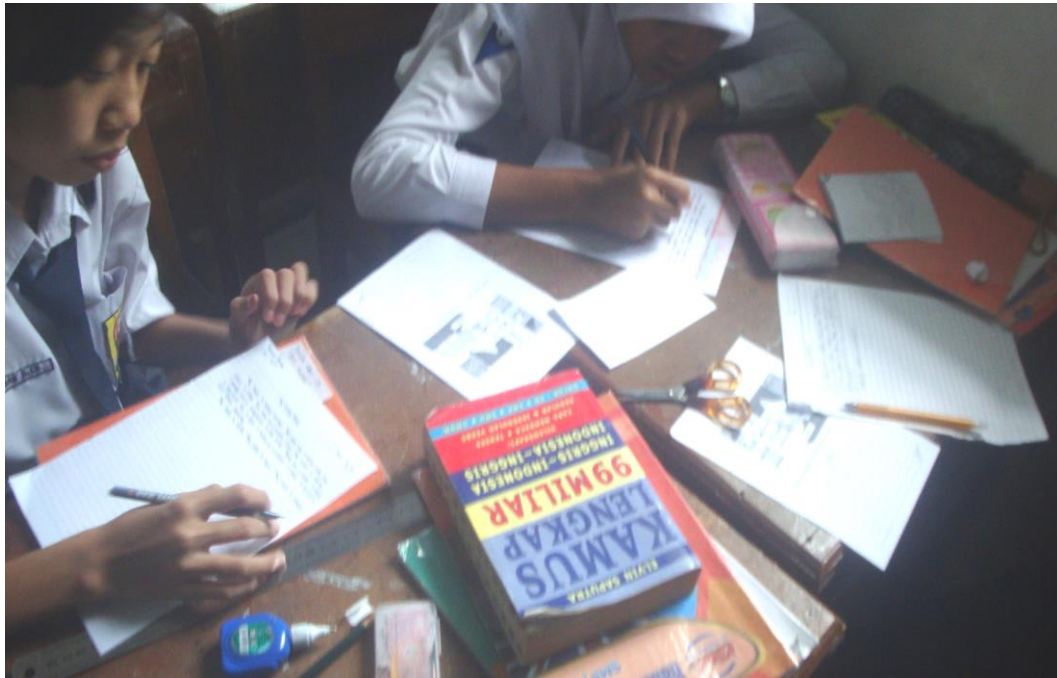
The students are having a discussion to collaboratively do the exercises in the worksheets.



The representative of each group is writing the result of the group discussion on the whiteboard.



The students collaboratively develop the project to create the models of housewares and furniture.



The students collaboratively revise their writing in the second cycle.



The students are having the post-test.

THE STUDENTS' ATTENDANCE LIST

	DEFFA S									
21	MELA DANIA	√	√	√	√	√	√	√	√	√
22	MUHAMMAD FACHRI F	√	√	√	√	√	√	√	√	√
23	MUHAMMAD FARHAN F	√	√	√	√	√	√	√	√	√
24	REZA AL FATHA U	√	√	√	√	√	√	√	√	√
25	RIYAN ARI SULISTYO	√	√	√	√	√	√	√	√	√
26	RIZKY NILA S	√	√	√	√	√	√	√	√	√
27	RISANG SURYO N	√	√	√	√	√	√	√	√	√
28	SAFRISAL IHZA A	√	√	√	√	√	√	√	√	√
29	SHAFARINA RESTU	√	√	√	√	√	√	√	√	√
30	SHELA NANDA K	√	√	√	√	√	√	√	√	√
31	VIENA FERNANDA	√	√	√	S	√	S	√	√	√
32	VITA OKTAVIANI	√	√	√	√	√	√	√	√	√
33	YUNIAR RIZKI C	√	√	√	√	√	√	√	√	√
34	ZUKHRUF IZET M	√	√	√	√	√	√	√	√	√

Keterangan:**S : Sakit****I : Izin****A : Alfa****√ : Masuk**

Mengetahui,

Guru Mapel Bahasa Inggris

Magelang, 6 Februari 2014

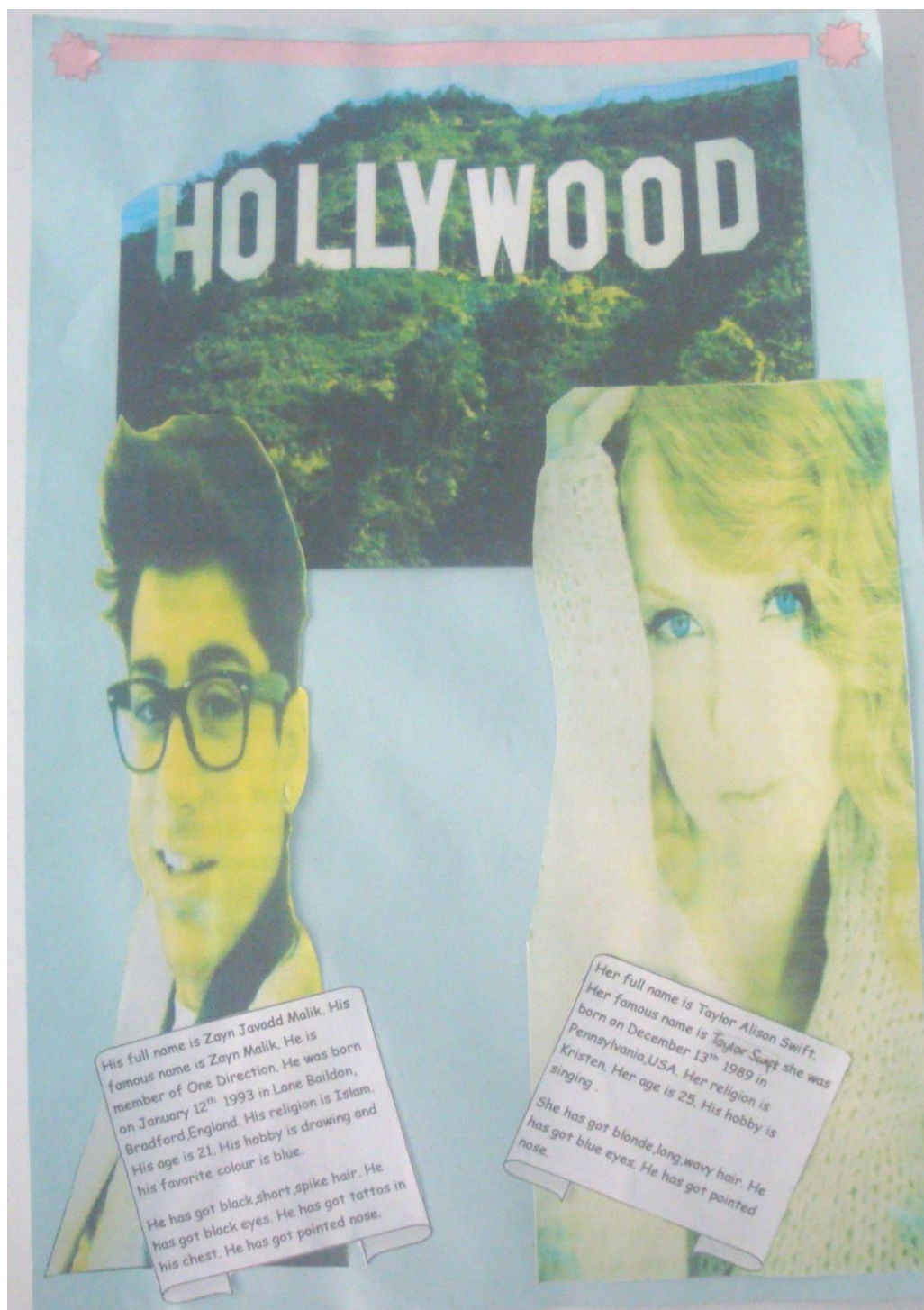
Mahasiswa

SITI YULAEHA, SPd.,M.Si
NIP : 19740917 200604 2 001

Bayu Pratomo
10202244009

SAMPLES OF THE STUDENTS' END PRODUCTS

SAMPLES OF THE STUDENTS' END PRODUCTS IN CYCLE ONE





MELODY NURRAMDHANI

Her full name is Melody Nurramdhani Laksani. Her famous name is Melody. Her was born on 24 March 1992. Her was born in Jakarta.

She has got slanting black eyes. She has got height medium body. She has a round and beautiful face. She has got long straight hair.

KELOMPOK :

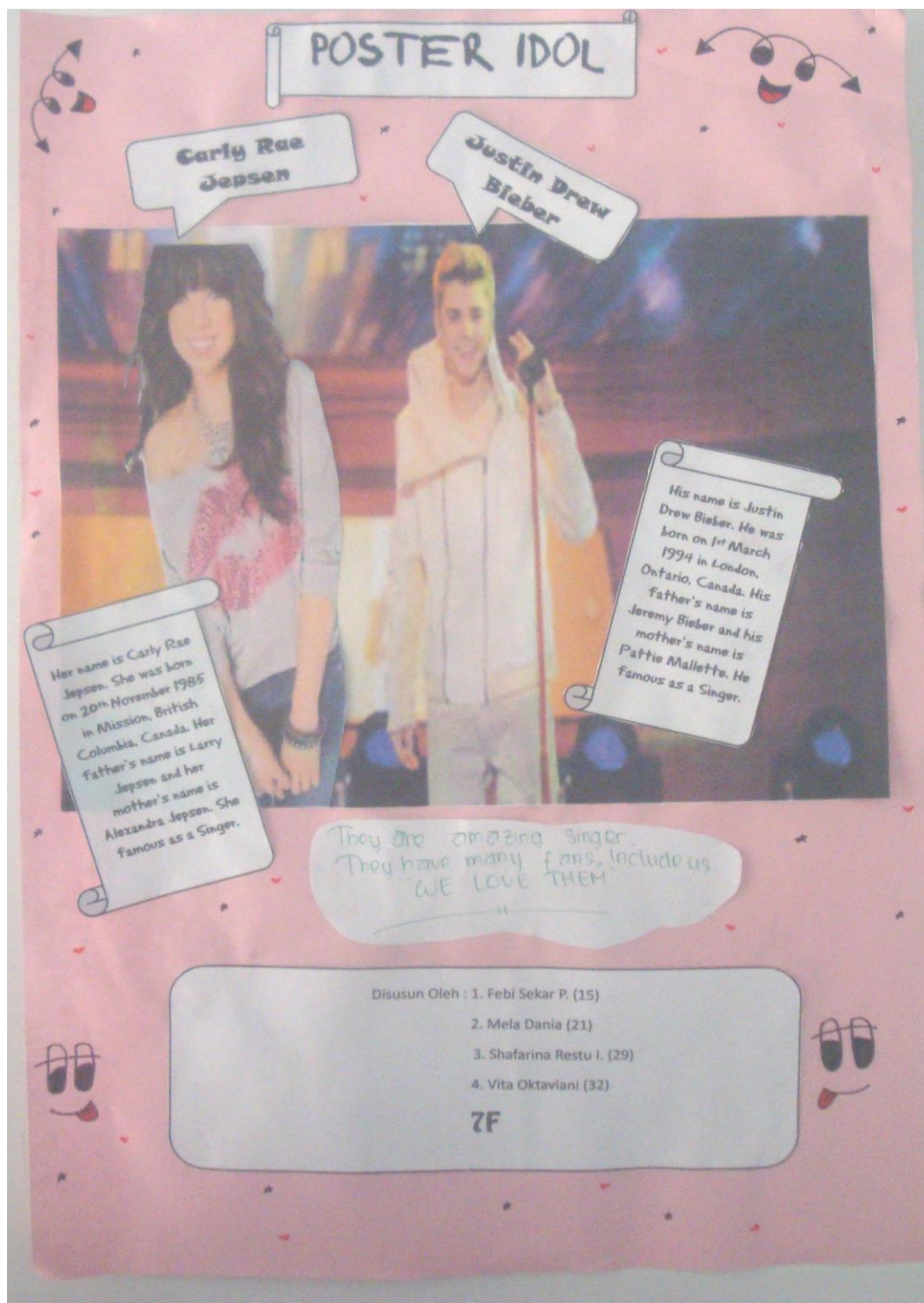
1. Anggriawan (08)
2. Andhika Theo (07)
3. M. Fachri (22)
4. Zukhrup (34)

BEBY CHAESARA

Her full name is Beby Chaesara Anddila. Her famous name is Beby. She was born on March, 18th 1998. She was born in Bandung.

She has got medium height body. She has got slanting black eyes. She has got long wavy hair. She has got a round and beautiful face.

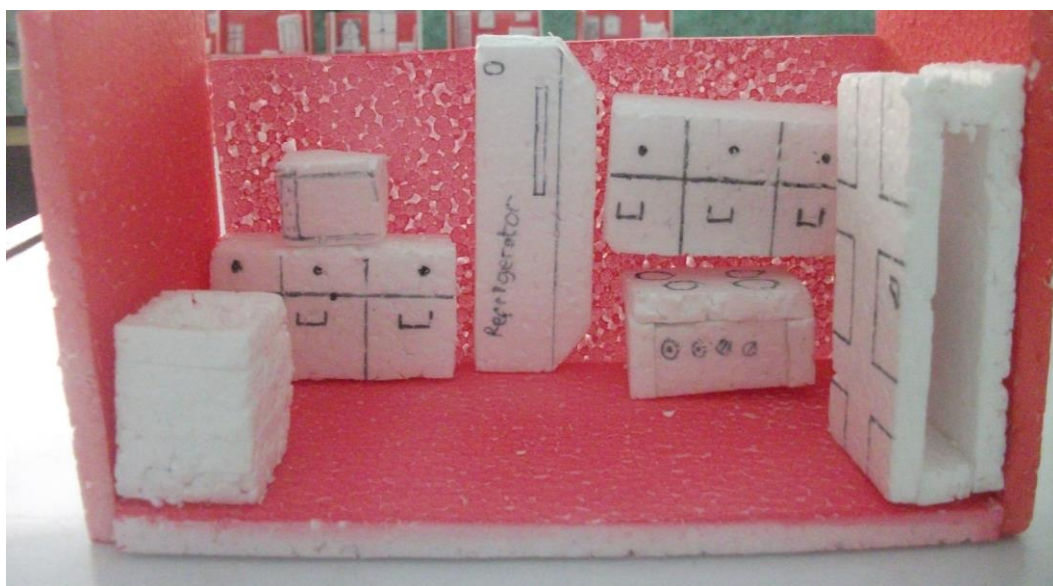




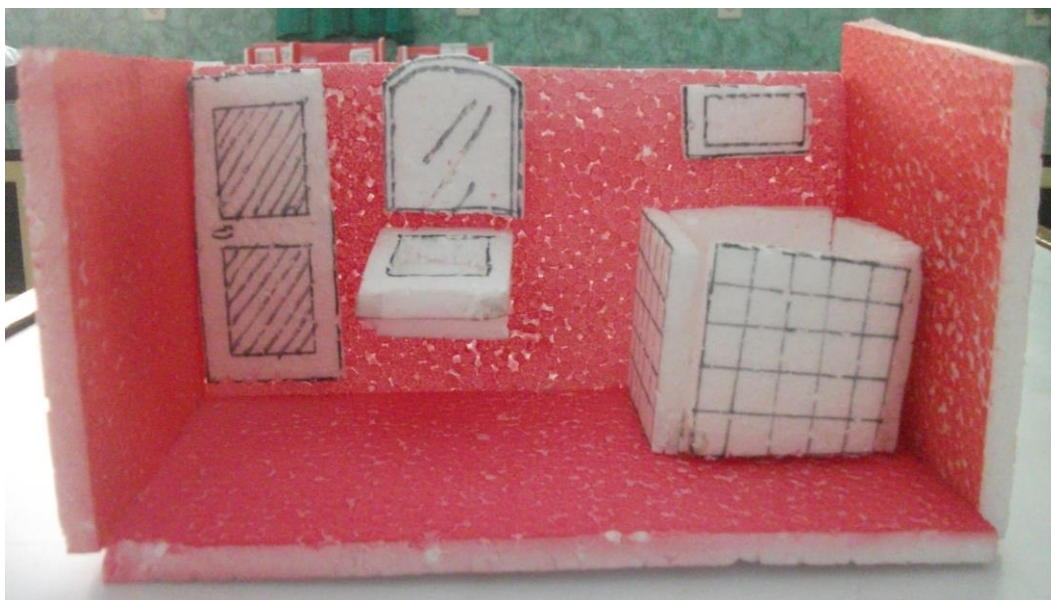
IN CYCLE TWO



A model of a living room.



A model of a kitchen.



A model of a bathroom.



A model of a bedroom.

SAMPLES OF THE STUDENTS' WRITING

STUDENT'S WORKSHEET
PRE-TEST WRITING

Name : A. Enjin 2 S.
Student's Number : 5

Class : 7F
Date : Janm. 20.1-2014

Write a descriptive text about someone.

Evon Dimas Darmojo

$$2 + \cancel{2} + 1 + 1 + 1$$

He is player football. Full name is: Evan Dimas Darmono TTL Surabaya, 13 Maret 1995. His father is: Cendro Darmono. His mother is: Ana. He's play for Timnas Indonesia. He's play in AFF Cup U-19 and AFC Cup U-19. He is a Captains for Timnas Indonesia. He is to ~~another~~ hat-trick versus South Korea.

Name : A. Enjin 2.S.
Class : 7F
No : 5

My Living Room

$$4 + 4 + 3 + 3 + 3$$

My home has a living room. The room has a ceramic floor. The colour is green. The room has a brick wall. The colour is green. My living room has a sofa. The colour is green and brown. The room is clean, wide and neat.

My living room has a floor, sofa, table, door and 2 windows. There are the floor under the sofa and door. The picture about the sofa. The sofa beside the door. The table is between the sofa. The door is between the windows.

The End.

**STUDENT'S WORKSHEET
PRE-TEST WRITING**

Name : Afri Rahmania Class : 7F
Student's Number : 02 Date : 20-01-2014

Write a descriptive text about someone.

My Idol 2+1+2+1+1

I have a idol. His name is Giorgio Abraham. He born on Belanda 30th Nov 1994. He like foot ball. Characteristic is Short hair, Slanting eye, Muscular, Handsome, Cool, Tall, Attractive.

Nama = Afri Rahmania
No = 2
Kelas = 7F

No. _____
Date _____

My Kitchen

3+4+4+4+4

The room is next to the bedroom. The floor is ceramic and the colour is white. The wall is brick and the colour is white and blue. The room is clean, wide, and neat. I usually cook with my mom in this room.

There is a refrigerator next to the cup board. There is a oven on the cup board. There are two cupboards on the floor. There is a table between the chair. There is a frying pan on the stove. There are three chairs next to the table. There is a stove under the frying pan. There is a sink next to the stove.

STUDENT'S WORKSHEET
PRE-TEST WRITING

Name : Ananda C Class : 7F
Student's Number : 6 Date : 20-1-2014

Write a descriptive text about someone.

Lionel Messi

2 + 2 + 2 + 1 + 1

Lionel Messi is football player. He is ~~a~~ player
Barcelona football club. He is from Argentina. He is
To own little ~~Barcelona football club~~ Ballon D'or
four time UEFA Champions league three time and La Liga five
time together Barcelona football club

MY Living room

4 + 4 + 2 + 3 + 3

The living room is behind the kitchen. the
living room has a brick wall the colour is white
the living room has a ceramic wall the colour is
brown is clean and neat

In the living room has television behind
door carpet is under table the window
are next on sofa desk in front of wall figure
in front of wall

ANANDA CAHYA P

6

**STUDENT'S WORKSHEET
PRE-TEST WRITING**

Name : Muhammad Farhan F Class : VII-F
Student's Number : 23 Date : Monday, 20 January 2019

Write a descriptive text about someone.

1 + 1 + 3 + 2 + 2

Soedirman

He is a hero for Indonesia. He was born on January 29/16. The Nationality is Indonesia. The Hobbie is boy scout. He is make my dream come true.

My Bath Room

4 + 4 + 4 + 4 + 4

My bathroom is the next to the bedroom. The room has a brick wall. The room has a ceramic white floor. The color of the room is blue. I take a bath in this room.

There is a tub is the next to the sink. The sink between the tub and bath tub. The bath tub is beside of sink. And the closet is beside the tub.

Name: Muhammad Farhan Firdaus

Class: VII-F

Number: 23rd

STUDENT'S WORKSHEET
PRE-TEST WRITING

Name : Anggrawan
Student's Number : 08

Class : VII F
Date : 20 - 1 - 2014

Write a descriptive text about someone.

Raditya Dika.

2 + 2 + 3 + 2 + 3

I have an idol, his name is Raditya dika angka-
sa putra Moerwani. He was born ~~in~~ 28 Decem-
ber 1984. He is an comedyan. His religion is Is-
lam. HE have a movie. ~~He is~~ ~~He is~~ His hobby is
writing.

ANGGRIAWAN
'08/VII F.

No.

Date

. MY BATH ROOM.

5 + 5 + 5 + 5 + 5

There is a bath room next to the kitchen.
The room has a brick wall, the colour is
blue. The room has a ceramic floor, the
colour is white. I usually take a shower
in there.

There is a door next to the sink.
There is a sink under the mirror. There
is a mirror above the sink. The tub
is next to the sink. There is a closet next
to the tub. The room is very neat and
very clean.

THE RESEARCH PERMITS



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
(BADAN KESBANGLINMAS)

Jl. Jenderal Sudirman No 5 Yogyakarta - 55233
Telepon : (0274) 551136, 551275, Fax (0274) 551137
YOGYAKARTA

Yogyakarta, 02 Januari 2014

Nomor : 074 / 009 / Kesbang / 2014
Perihal : Rekomendasi Izin Penelitian

Kepada Yth. :
Gubernur Jawa Tengah
Up. Kepala Badan Penanaman Modal Daerah
Provinsi Jawa Tengah
di

SEMARANG

Memperhatikan surat :

Dari : Dekan Fakultas Bahasa dan Seni UNY
Nomor : 0002b / UN.34.12 / DT / I / 2013
Tanggal : 02 Januari 2014
Perihal : Permohonan Izin Observasi

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan tesis dengan judul proposal : **" THE USE OF PROJECT-BASED LEARNING TO IMPROVE THE WRITING SKILL OF THE GRADE VII F STUDENTS IN SMP NEGERI 7 MAGELANG IN THE ACADEMIC YEARS OF 2013 / 2014 "**, kepada:

Nama : BAYU PRATOMO
NIM : 10202244009
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni UNY
Lokasi : SMP Negeri 7 Magelang, Provinsi Jawa Tengah
Waktu : Januari s/d Februari 2014

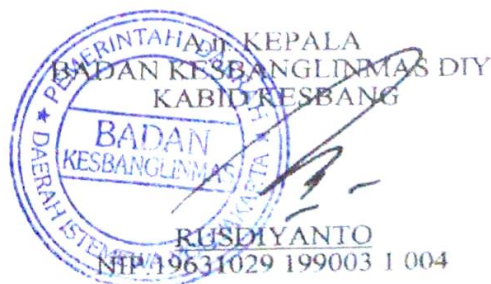
Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset / penelitian;
2. Tidak dibenarkan melakukan riset / penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset / penelitian dimaksud;
3. Melaporkan hasil riset / penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin Riset / Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.



Tembusan disampaikan Kepada Yth.:

1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni UNY;
3. Yang bersangkutan.

Nomor : 070/42/04.5/2014
 Halaman : 2 (2)

2. Pelaksanaan survey / riset tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perizinan. Materi penelitian tidak membahas masalah politik dan /atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.
3. Surat rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang surat rekomendasi ini dalam melaksanakan penelitian tidak sesuai dengan surat permohonan beserta data dan berkasnya, tidak mentaati ketentuan yang tercantum dalam rekomendasi penelitian, peraturan perundang-undangan, norma-norma atau adat istiadat yang berlaku, dan penelitian yang dilaksanakan dapat menimbulkan keresahan di masyarakat, disintegrasi bangsa atau keutuhan NKRI.
4. Pencabutan sanksi atau pemberlakuan kembali rekomendasi penelitian dapat diberlakukan kembali apabila telah dilakukan klarifikasi dan atau pemantauan di daerah lokasi penelitian dilaksanakan dan adanya surat pernyataan dari peneliti kepada pejabat yang menerbitkan rekomendasi penelitian untuk tidak lagi melanggar ketentuan yang berlaku.
5. Setelah survai/riset/penelitian selesai supaya menyerahkan hasil survai/riset/penelitian kepada Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah.
6. Surat Rekomendasi Penelitian ini berlaku pada bulan Januari 2014 s.d. Februari 2014
7. Surat Rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Semarang.
 Pada tanggal : 9 Januari 2014

a.n. GUBERNUR JAWA TENGAH
 KEPALA BADAN PENANAMAN MODAL DAERAH
 PROVINSI JAWA TENGAH



Ir. YEM ASTUTI, MA.
 Pembina Utama Muda
 NIP. 19620621 198709 2 001

Tembusan :

1. Kepala Badan Kesatuan Bangsa Politik dan Perlindungan Masyarakat Provinsi Jawa Tengah;
2. Kepala Badan Kesbangpol dan Linmas Kota. Magelang;
3. Saudara BAYU PRATOMO;
4. Arsip.-



**PEMERINTAH KOTA MAGELANG
DINAS PENDIDIKAN
SMP NEGERI 7**

*Jl. Sunan Gunung Jati No. 40 Telp. (0293) 363473
Magelang 56123*

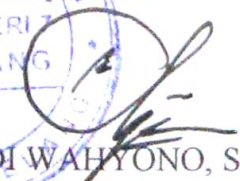
SURAT KETERANGAN

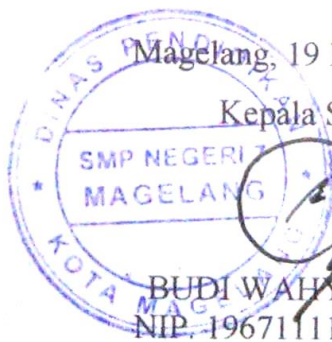
Nomor : 072/ 266 / 230/ SMP.07/2014

Yang bertanda tangan di bawah ini Kepala SMP Negeri 7 Magelang, menerangkan bahwa :

Nama : BAYU PRATOMO
N I M : 10202244009
Jurusan/Fakultas : PBI / FBS / UNY
Keterangan : Nama tersebut diatas benar-benar telah mengadakan penelitian pada tanggal 20 Januari – 14 Februari 2014. Dengan judul, “THE USE OF PROJECT-BASED LEARNING TO IMPROVE THE WRITING SKILL OF THE GRADE VII F STUDENTS IN SMP NEGERI 7 MAGELANG IN THE ACADEMIC YEAR OF 2013/2014”

Demikian surat keterangan ini dibuat sebagai salah satu persyaratan untuk memenuhi tugas akhir skripsi.

Magelang, 19 Februari 2014
Kepala Sekolah

BUDI WAHYONO, S.Pd
NIP. 196711111994121002





PEMERINTAH KOTA MAGELANG
BADAN KESATUAN BANGSA POLITIK
DAN PERLINDUNGAN MASYARAKAT

Jl. Pangeran Diponegoro Nomor 61 Kota Magelang Telp (0293) 364873 dan 364708

SURAT REKOMENDASI SURVEY / RISET

Nomor : 070 / I.004/ 360/ 2014

- I. DASAR : 1 Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tanggal 20 Desember 2011
 2 Surat Edaran Gubernur Jawa Tengah Nomor 0740 / 265 / 2004 Tanggal 20 Februari 2004
- II. MEMBACA : Surat dari Badan Penanaman Modal Daerah Provinsi Jawa Tengah Nomor: 070/42/04.5/2014 tanggal 9 Januari 2014 perihal Rekomendasi Penelitian.
- III. Pada Prinsipnya kami **TIDAK KEBERATAN** / Dapat Menerima atas Pelaksanaan Penelitian / Survey di Kota Magelang.
- IV. Yang dilaksanakan oleh :
- | | |
|------------------|--|
| Nama | : BAYU PRATOMO |
| Kebangsaan | : Indonesia |
| Alamat | : Dk Margojati 02/07 Jatingarang Waru Sukoharjo |
| Pekerjaan | : Pelajar/Mahasiswa |
| Institusi | : UNIVERSITAS NEGERI YOGYAKARTA |
| Penanggung Jawab | : Drs. SAMSUL MAARIF, MA |
| Judul Penelitian | : The Use of object Ased Learning to Improve The Writing Skill of The Grade VII F Students in SMP Negeri 7 Magelang in The Academic Years of 2013/2014 |
| Lokasi | : SMP Negeri 7 Kota Magelang |

V. KETENTUAN SEBAGAI BERIKUT :

1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Setempat/Lembaga Swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Rekomendasi ini
2. Pelaksanaan survey/riset tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor, baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan. Tidak membahas masalah Politik dan/atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban
3. Surat Rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati/mengindahkan peraturan yang berlaku atau obyek penelitian menolak untuk menerima Peneliti
4. Setelah survey/riset selesai, supaya menyerahkan hasilnya kepada Badan Kesbang Pol dan Linmas Kota Magelang
5. Surat Rekomendasi Penelitian / Riset ini berlaku dari Januari s d Maret 2014

Demikian harap menjadikan perhatian dan maklum.

Magelang, 13 Januari 2014

a.n. **WALIKOTA MAGELANG**
KEPALA BADAN KESBANGPOL DAN LINMAS
KOTA MAGELANG

